Association of Colleges and Secondary Schools of the Southern States

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PROCEEDINGS

of the

THIRTY-FOURTH ANNUAL MEETING

of the

Association of Colleges and Secondary Schools of the Southern States

Lexington, Kentucky
December 5-6, 1929

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PART I.

Association of Colleges and Secondary Schools of the Southern States

ORIGIN AND PURPOSE OF THE ASSOCIATION

The Association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated was:

1. To organize Southern schools and colleges for cooperation and mutual assistance.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.

3. To develop preparatory schools and cut off this work from the colleges. On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College. Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snavely, 1926—.

The aims and standards of the Association are set forth in its Constitution and By-Laws, printed in Part VI of this volume.

OFFICIAL ROSTER OF THE ASSOCIATION

OFFICERS OF THE ASSOCIATION, 1929-1930

President Emeritus: Chancellor J. H. Kirkland, Vanderbilt University, Nashville, Tennessee.

President: Dean H. D. Campbell, Washington and Lee University, Lexington, Virginia.

First Vice-President: Professor J. A. Stoddard, University of South Carolina, Columbia, South Carolina.

Second Vice-President: Professor M. E. Ligon, University of Kentucky, Lexington, Kentucky.

Secretary-Treasurer: President Guy E. Snavely, Birmingham-Southern College, Birmingham, Alabama.

EXECUTIVE COMMITTEE

1929-1930

Headmaster S. J. McCallie, The McCallie School.
Dean Theodore H. Jack, Emory University.
Superintendent H. M. Ivy, Meridian Public Schools.
President R. L. Marquis, North Texas State Teachers College.
President A. B. Dinwiddie, Tulane University.
President and Secretary, ex officio.

ROLL OF MEMBERS

(WITH THE DATE OF THEIR ELECTION TO MEMBERSHIP)

COLLEGES AND UNIVERSITIES

Vanderbilt University, Nashville, Tennessee, James Hampton Kirkland, LL.D., D.C.L., Chancellor (1895)

University of North Carolina, Chapel Hill, North Carolina, Harry Woodburn Chase, Ph.D., LL.D., President (1895)

University of the South, Sewanee, Tennessee, Benjamin F. Finney, LL.D., Vice Chancellor (1895)

University of Mississippi, University, Mississippi, Alfred Hume, LL.D., Chancellor (1895)

Washington and Lee University, Lexington, Virginia, Henry Louis Smith, Ph.D., LL.D., President (1895)

Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D., President (1895)

University of Tennessee, Knoxville, Tennessee, Harcourt A. Morgan, LL.D., President (1897)

University of Alabama, University, Alabama, George H. Denny, Ph.D., D.C.L., President (1897)

West Virginia University, Morgantown, West Virginia, John R. Turner, Ph.D., President (1900)

University of Missouri, Columbia, Missouri, Stratton D. Brooks, LL.D., President (1901)

University of Texas, Austin, Texas, H. Y. Benedict, Ph.D., LL.D., President (1901)

Randolph-Macon Woman's College, Lynchburg, Virginia, Dice Robbins Anderson, Ph.D., LL.D., President (1902)

Tulane University, New Orleans, Louisiana, A. B. Dinwiddie, Ph.D., LL.D., President (1903)

Goucher College, Baltimore, Maryland, Hans Froelicher, Ph.D., Acting President (1903)

University of Virginia, Charlottesville, Virginia, E. A. Alderman, D.C.L., LL.D., President (1904)

Randolph-Macon College, Ashland, Virginia, R. E. Blackwell, A.M., LL.D., President (1904)

Centre College, Danville, Kentucky, Charles J. Turck, A.M., LL.B., LL.D., President (1904)

Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)

University of Georgia, Athens, Georgia, Charles M. Snelling, LL.D., Chancellor (1909)

University of Richmond, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)

University of Chattanooga, Chattanooga, Tennessee, Alexander Guerry, D.C.L., President (1910)

Southwestern, Memphis, Tennessee, Charles E. Diehl, A.M., LL.D., President (1911)

Mercer University, Macon, Georgia, Spright Dowell, LL.D., President (1911)

Millsaps College, Jackson, Mississippi, David Martin Key, Ph.D., LL.D., President (1912)

Converse College, Spartanburg, South Carolina, Robert P. Pell, A.B., Litt.D., President (1912)

Louisiana State University, Baton Rouge, Louisiana, T. W. Atkinson, C.E., President (1913)

University of Florida, Gainesville, Florida, John J. Tigert, A.M., LL.D., President (1913)
Johns Hopkins University, Baltimore, Maryland, Joseph S. Ames, Ph.D., President (1914)
The Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
Baylor University, Waco, Texas, Samuel Palmer Brooks, A.M., LL.D., President (1914)
Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
University of Louisville, Louisville, Kentucky, Raymond Kent, Ph.D., Chancellor (1915)
University of Kentucky, Lexington, Kentucky, F. L. McVey, LL.D., President (1915)
Transylvania University, Lexington, Kentucky, Elmer Campbell, Ph.D., Acting President (1915)
George Peabody College for Teachers, Nashville, Tennessee, Bruce R. Payne, Ph.D., LL.D., President (1915)
Southwestern University, Georgetown, Texas, King Vivion, A.M., B.D., President (1915)
The College of Charleston, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
University of South Carolina, Columbia, South Carolina, Davison McD. Douglas, D.D., President (1917)
Emory University, Atlanta, Georgia, Harvey Warren Cox, Ph.D., LL.D., President (1917)
Davidson College, Davidson, North Carolina, Walter L. Lingle, A.M., LL.D., President (1917)
Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
Georgetown College, Georgetown, Kentucky, M. B. Adams, D.D., President (1919)
Hampden-Sidney College, Hampden-Sidney, Virginia, J. D. Eggleston. LL.D., President (1919)
Wesleyan College, Macon, Georgia, William F. Quillian, A.B., D.D., President (1919)
Howard College, Birmingham, Alabama, John C. Dawson, Ph.D., LL.D., President (1920)
Sweet Briar College, Sweet Briar, Virginia, Meta Glass, Ph.D., Litt.D., President (1920)
Bethany College, Bethany, West Virginia, Cloyd Goodnight, A.M., D.D., President (1921)
Mississippi State College for Women, Columbus, Mississippi, Nellie S. Keirn, A.M., Acting President (1921)
Meredith College, Raleigh, North Carolina, Charles E. Brewer, Ph.D., LL.D., President (1921)
Wake Forest College, Wake Forest, North Carolina, F. P. Gaines, Ph.D., President (1921)
College of William and Mary, Williamsburg, Virginia, J. A. C. Chandler, LL.D., President (1921)
North Carolina College for Women, Greensboro, North Carolina, Julius I. Foust, LL.D., President (1921)
Southern Methodist University, Dallas, Texas, Charles Claude Selecman, D.D., President (1921)
Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., President (1922)
Birmingham-Southern College, Birmingham, Alabama, Guy E. Snavely, Ph.D., LL.D., President (1922)

Spring Hill College, Spring Hill, Alabama, Joseph M. Walsh, S.J., A.M., President (1922)
Alabama Polytechnic Institute, Auburn, Alabama, Bradford Knapp, D.Agr., President (1922)
Mississippi College, Clinton, Mississippi, John W. Provine, LL.D., President (1922)
Maryville College, Maryville, Tennessee, Samuel T. Wilson, D.D., LL.D., President (1922)
Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D., President (1922)
Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
Presbyterian College, Clinton, South Carolina, John McSween, B.S., B.D., President (1923)
Coker College, Hartsville, South Carolina, Carlyle Campbell, M.A., President (1923)
Winthrop College, Rock Hill, South Carolina, James A. Kinard, Ph.D., President (1923)
Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D., President (1923)
College of Industrial Arts, Denton, Texas, L. H. Hubbard, Ph.D., LL.D., President (1923)
Shorter College, Rome, Georgia, William D. Furry, Ph.D., President (1923)
Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President (1923)
Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, D.D., President (1923)
The Citadel, Charleston, South Carolina, O. J. Bond, Ph.D., LL.D., President (1924)
Furman University, Greenville, South Carolina, William J. McGlothlin, Ph.D., D.D., LL.D., President (1924)
Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, LL.D., President (1924)
Alabama College, Montevallo, Alabama, O. C. Carmichael, A.M., B.Sc., LL.D., President (1925)
Judson College, Marion, Alabama, E. V. Baldy, A.M., D.D., President (1925)
Georgia State College for Women, Milledgeville, Georgia, J. L. Beeson, Ph.D., LL.D., President (1925)
Southwestern Louisiana Institute, Lafayette, Louisiana, Edwin L. Stephens, Pd.D., President (1925)
Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
Emory and Henry College, Emory, Virginia, James N. Hillman, M.A., LL.D., President (1925)
Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, D.D., President (1925)
Trinity University, Waxahatchie, Texas, John H. Burma, D.D., President (1925)
Incarnate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., President (1925)
Centenary College, Shreveport, Louisiana, George S. Sexton, D.D., President (1925)
Baylor College for Women, Belton, Texas, John C. Hardy, A.M., LL.B., LL.D., President (1926)
Berea College, Berea, Kentucky, William J. Hutchins, D.D., LL.D., President (1926)
Elon College, Elon College, North Carolina, William A. Harper, M.A., Litt. D., LL.D., President (1926)

Greensboro College for Women, Greensboro, North Carolina, Samuel B. Turrentine, A.M., D.D., President (1926)

Guilford College, Guilford College, North Carolina, Raymond Binford, Ph.D., President (1926)

Marshall College, Huntington, West Virginia, Morris P. Shawkey, A.M., Pd.D., President (1926)

Mississippi A. & M. College, A. & M. College, Mississippi, Buz M. Walker, Ph.D., President (1926)

Mississippi Woman's College, Hattiesburg, Mississippi, John L. Johnson, M.A., LL.D., President (1926)

Tusculum College, Greenville, Tennessee, Charles O. Gray, D.D., LL.D., President (1926)

Virginia Military Institute, Lexington, Virginia, Major General John A. Lejeune, President (1926)

Carson and Newman College, Jefferson City, Tennessee, James T. Warren, M.A., LL.D., President (1927)

Simmons University, Abilene, Texas, Jefferson Davis Sandefer, Ph.B., LL.D., President (1927)

Louisiana Polytechnic Institute, Ruston, Louisiana, G. W. Bond, A.M., Acting President (1927)

Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., President (1927)

Lynchburg College, Lynchburg, Virginia, J. T. T. Hundley, D.D., President (1927)

Rollins College, Winter Park, Florida, Hamilton Holt, Litt. D., LLD., President (1927)

Clemson College, Clemson, South Carolina, E. W. Sikes, Ph.D., LL.D., President (1927)

Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowrey, Ph.D., President (1927)

Woman's College of Alabama, Montgomery, Alabama, Walter D. Agnew, Ph.D., President (1928)

Catawba College, Salisbury, North Carolina, Elmer R. Hoke, Ph.D., President (1928)

Lenoir Rhyne College, Hickory, North Carolina, H. B. Schaeffer, A.M., D.D., President (1928)

North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, Eugene C. Brooks, LL.D., President (1928)

Limestone College, Gaffney, South Carolina, Robert C. Granberry, D.D., President (1928)

Texas Technological College, Lubbock, Texas, Paul W. Horn, A.M., LL.D., President (1928)

Brenau College, Gainesville, Georgia, J. Haywood Pearce, Ph.D., President (1929)

Georgia State Womans College, Valdosta, Georgia, Richard Holmes Powell, M.A., LL.D., President (1929)

Loyola University, New Orleans, Louisiana, F. D. Sullivan, S.J., President (1929)

TEACHER TRAINING COLLEGES

East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., Litt.D., President (1925)

North Texas State Teachers College, Denton, Texas, Robert L. Marquis, LL.B., M.S., President (1925)

Sam Houston State Teachers College, Huntsville, Texas, H. F. Estill, Litt. D., President (1925)

South-West Texas State Teachers College, San Marcos, Texas, C. E. Evans, LL.D., President (1925)

West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., President (1925)
Louisiana State Normal College, Natchitoches, Louisiana, V. L. Roy, B.S., M.A., President (1926)
Western Kentucky State Teachers College, Bowling Green, Kentucky, H. H. Cherry, LL.D., President (1926)
State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
State Teachers College, Harrisonburg, Virginia, Samuel Page Duke, A.M., President (1927)
East Carolina Teachers College, Greenville, North Carolina, Robert H. Wright, B.S., President (1927)
East Tennessee State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D., President (1927)
West Tennessee State Teachers College, Memphis, Tennessee, John Willard Brister, M.A., President (1927)
Stephen F. Austin State Teachers College, Nacogdoches, Texas, Alton William Birdwell, M.A., President (1927)
Georgia State Teachers College, Athens, Georgia, Jere M. Pound, LL.D., President (1928)
East Radford State Teachers College, East Radford, Virginia, John Preston McConnell, Ph.D., President (1928)
South Texas State Teachers College, Kingsville, Texas, Robert B. Cousins, LL.D., President (1928)
Murray State Teachers College, Murray, Kentucky, Rainey T. Wells, LL.D., President (1928)
Eastern Kentucky State Teachers College, Richmond, Kentucky, H. L. Donovan, Ph.D., President (1928)
Middle Tennessee State Teachers College, Murfreesboro, Tennessee, Prichett A. Lyon, President (1928)
State Teachers College, Hattiesburg, Mississippi, Claude Bennett, M.A., President (1929)
Sul Ross State Teachers College, Alpine, Texas, Horace Wilson Morelock, M.A., President (1929)

JUNIOR COLLEGES

Ward Belmont, Nashville, Tennessee, John D. Blanton, LL.D., President (1925)
Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., President (1925)
Gulf Park College, Gulfport, Mississippi, Richard G. Cox., A.M., President (1926)
John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., President (1926)
Junior College of Augusta, Augusta, Georgia, George P. Butler, LL.D., President (1926)
Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
Mars Hill College, Mars Hill, North Carolina, R. L. Moore, A.B., President (1926)
Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)
Andrew College, Cuthbert, Georgia, Frank S. C. Olliff, A.B., President (1927)
Whitworth College, Brookhaven, Mississippi, George F. Winfield, M.A., D.D., Associate President (1927)
Saint Mary's School, Raleigh, North Carolina, Warren Wade Way, A.M., Rector (1927)

Lon Morris College, Jacksonville, Texas, Elbert M. Stanton, A.B., President (1927)
Averett College, Danville, Virginia, John W. Cammack, M.A., D.D., President (1928)
Hiwassee College, Madisonville, Tennessee, J. M. Reedy, B.A., President (1928)
Bethel Woman's College, Hopkinsville, Kentucky, John W. Gaines, LL.D., President (1928)
Hinds Junior College, Raymond, Mississippi, R. E. L. Sutherland, President (1928)
Berry College, Mount Berry, Georgia, Gardner Leland Green, B.S., Pd.D., Principal (1929)
Harrison-Stone-Jackson Junior College, Perkinston, Mississippi, C. J. Darby, B.S., President (1929)
Nashville Agricultural Normal Institute, Madison, Tennessee, Edward Alexander Sutherland, B.S., M.D., President (1929)
Nazareth Junior College, Nazareth, Kentucky, Sister Mary Ignatius (1929)
Pearl River College, Poplarville, Mississippi, Simeon Lafayette Stringer, M.A., President (1929)
South Park College, Beaumont, Texas, C. W. Bingman, President (1929)

SECONDARY SCHOOLS

This list is found arranged alphabetically by States in Part IV.

INDIVIDUAL MEMBERS

Allen, A. T. Department of Public Instruction, Raleigh, N. C.
Cocke, M. Estes, Secretary-Treasurer, Hollins College, Hollins, Virginia.
Colwell, N. P., Secretary, Council on Medical Education, American Medical Association, Chicago, Illinois.
Davis, Arthur Kyle, President of Southern College (Junior), Petersburg, Virginia.
Evans, A. W., Texas Technological College, Lubbock, Texas.
Highsmith, J. Henry, High School Inspector, Raleigh, North Carolina.
Hodgdon, F. C., 70 Fifth Avenue, New York City.
MacMillan, J. P., Assistant Secretary, Board of Education, Methodist Episcopal Church, Chicago.
Parkinson, B. L., State Department of Education, Montgomery, Alabama.
Pound, E. A., High School Inspector, Atlanta, Georgia.
Spencer, W. L., High School Inspector, Montgomery, Alabama.
Sweets, Henry H., 410 Urban Bldg., Louisville, Kentucky.
Trudeau, Charles F., State High School Inspector, Baton Rouge, Louisiana.

DELEGATES AND VISITORS ATTENDING THE THIRTY-FOURTH ANNUAL MEETING

I. Representatives of Member Institutions

Colleges and Universities

Agnes Scott College—President J. R. McCain, Registrar S. G. Stokes.
Agricultural and Mechanical College of Texas—Dean C. E. Friley.
Alabama College—President O. C. Carmichael, Dean T. H. Napier.
Alabama Polytechnic Institute—Dean J. W. Scott, Registrar B.L. Shi, Paul Irvine.
Baylor College for Women—President J. C. Hardy.
Baylor University—President S. P. Brooks.
Berea College—President W. G. Hutchins, Dean T. A. Hendricks.
Birmingham-Southern College—President Guy E. Snavely, Dean G. W. Mead.
Blue Mountain College—President L. T. Lowery.

Brenau College—President J. H. Pearce, S. O. Smith, Florence Overton.
Bridgewater College—President P. H. Bowman.
Carson and Newman College—President J. T. Warren, Dean A. E. Cate.
Catawba College—President E. R. Hoke.
Centenary College of Louisiana—Dean J. A. Hardin, G. M. Reynolds.
Centre College—President C. J. Turck, Dean F. L. Rainey, Dean C. G. Crooks, Frances E. Lee.
Clemson College—W. H. Washington.
College of Charleston—R. H. Coleman, C. A. Graeser.
College of Industrial Arts—President L. H. Hubbard, Dean E. V. White.
College of William and Mary—Dean K. J. Hoke.
Converse College—President R. P. Pell.
Davidson College—Dean J. M. McConnell, W. J. Martin.
Duke University—President W. P. Few, Holland Holton.
Elon College—T. C. Amick.
Emory and Henry College—President J. N. Hillman, Dean H. M. Henry.
Emory University—Vice-President T. H. Jack, Dean G. C. White.
Florida State College for Women—President Edward Conradi.
Furman University—Harry Clark.
Georgetown College—President M. B. Adams, Dean R. T. Hinton.
Georgia School of Technology—President M. L. Brittain, H. H. Caldwell.
Georgia State College for Women—President J. L. Beeson, Dean E. H. Scott.
Georgia State Womans College—President, R. H. Powell.
Guilford College, President Raymond Binford.
Hampden-Sydney College—Dean S. M. Reed.
Howard College—President J. C. Dawson, Vice-President T. R. Eagles.
Incarnate Word College—Sister Mary Philip.
Judson College—President E. V. Baldy.
Lenoir Rhyne College—President H. B. Schaeffer.
Louisiana College—President C. Cottingham.
Louisiana Polytechnic Institute—President G. W. Bond.
Louisiana State University—Dean C. A. Ives, H. L. Garrett.
Loyola University—President F. D. Sullivan, Dean J. W. Hynes.
Lynchburg College—Dean C. L. McPherson.
Marshall College—President M. P. Shawkey, W. E. Greenleaf, A. W. Hayes, R. I. Roundebush, J. B. Shouse.
Maryville College—E. R. Hunter.
Mercer University—Dean J. B. Clark.
Meredith College—President C. E. Brewer.
Millsaps College—President D. M. Kev J. R. Lin, F. C. Jenkins.
Mississippi College—President J. W. Provine.
Mississippi Woman's College—President J. L. Johnson, Dean L. Q. Campbell.
North Carolina College for Women—President J. I. Foust, C. H. Stone, J. A. Highsmith.
North Carolina State College—President E. C. Brooks, W. L. Mayer.
Our Lady of the Lake College—President H. A. Constantineau.
Peabody College—J. R. Robinson, D. S. Campbell.
Presbyterian College—President John McSween, Dean M. W. Brown.
Randolph-Macon College—President R. E. Blackwell.
Randolph-Macon Woman's College—President D. R. Anderson.
Roanoke College—D. B. Welsh.
Rollins College—Dean W. S. Anderson.
Salem College—R. W. McDonald.
Shorter College—President W. D. Furry.
Simmons University—President J. D. Sandefer.

Southwestern—President C. E. Diehl, Dean R. W. Hartley.

Southwestern Louisiana Institute—President E. L. Stephens, Dean H. L. Griffin.

Southwestern University—President King Vivion.

Spring Hill College—President J. M. Walsh, Dean M. McNally.

Sweet Briar College—President Meta Glass.

Texas Christian University—Dean C. D. Hall.

Transylvania—Acting President Elmer Campbell, J. L. Leggett, V. F. Payne.

Tulane University—President A. B. Dinwiddie, Dean E. A. Bechtel, J. A. Lyon.

Tusculum College—President C. O. Gray.

University of Alabama—Dean C. H. Barnwell, G. H. Yeuell.

University of Chattanooga—President A. Guerry, F. F. Hooper, P. L. Palmer.

University of Florida—Joseph Roemer.

University of Georgia—W. D. Hooper, J. S. Stewart.

University of Kentucky—President F. L. McVey, Dean P. P. Boyd, E. L. Gillis, M. E. Ligon, W. S. Taylor.

University of Louisville—President R. A. Kent, R. E. Hill.

University of Mississippi—Dean A. L. Bondurant, Dean O. A. Shaw.

University of North Carolina—T. J. Wilson, Jr.. N. W. Walker.

University of South Carolina—President D. M. Douglas, Dean L. T. Baker, J. A. Stoddard.

University of the South—President B. F. Finney, Dean G. M. Baker.

University of Tennessee—Dean J. D. Hoskins, A. D. Mueller.

University of Texas—E. J. Mathews, W. J. Battle.

University of Virginia—W. H. Faulkner, W. R. Smithey, J. L. Manahan.

Vanderbilt University—Dean F. C. Paschal.

Virginia Military Institute—W. M. Hunley.

Virginia Polytechnic Institute—Dean J. E. Williams.

Wake Forest College—Dean D. B. Bryan.

Washington and Lee University—Dean H. D. Campbell.

Wesleyan College—Vice-President L. P. Smith, Dean W. K. Greene.

West Virginia University—Dean W. P. Shortridge, L. L. Friend.

Winthrop College—Dean J. W. Thomson.

Wofford College—Dean A. M. DuPre.

Woman's College of Alabama—President W. D. Agnew, Dean L. E. Williams.

Teacher Training Colleges

East Carolina Teachers College—H. J. McGinnis.

Eastern Kentucky State Teachers College—President H. L. Donovan, Dean H. E. Cooper.

East Radford State Teachers College—J. P. Whitt.

East Tennessee State Teachers College—President C. C. Sherrod.

East Texas State Teachers College—President S. H. Whitley.

Farmville State Teachers College—President J. L. Jarman.

Georgia State Teachers College—President J. M. Pound.

Louisiana State Normal College—President W. W. Tison, S. M. Byrd.

Middle Tennessee State Teachers College—President P. A. Lyon.

Mississippi State Teachers College—President C. Bennett, Vice-President T. P. Scott.

Murray State Teachers College—President R. T. Wells, Dean J. W. Carr, Charles Hire.

North Texas State Teachers College—President R. L. Marquis.

Sam Houston State Teachers College—Dean J. C. McElhannon.

Southwest Texas State Teachers College—Dean A. H. Nolle.

Stephen F. Austin State Teachers College—President A. W. Birdwell.

Sul Ross State Teachers College—President H. W. Morelock.

Western Kentucky Teachers College—President H. H. Cherry, Dean F. C. Grise, E. H. Canon, L. G. Johnson.

West Tennessee State Teachers College—President J. W. Brister.

West Texas State Teachers College—Dean R. P. Jarrett.

Junior Colleges

Andrew College—President S. C. Olliff.

Bethel Woman's College—President J. W. Gaines.

Gulf Park College—President R. G. Cox.

Harrison-Stone-Jackson Junior College—President C. J. Darby.

Hinds Junior College—President R. E. L. Sutherland.

Hiwassee College—President J. M. Reedy.

John Tarleton College—Dean J. T. Davis.

Junior College of Augusta—President G. P. Butler.

Lon Morris College—Dean D. E. Hawk.

Marion Institute—President W. L. Murfee, Dean L. H. Baer.

Mars Hill College—Dean I. N. Carr.

Nashville Agricultural Normal Institute—President E. A. Sutherland, Blanche Noble Nicola.

Nazareth Junior College—Sister Mary Ignatius.

Pearl River College—President S. L. Stringer.

South Park College—Dean D. W. Boitnott.

St. Mary's School—Rector W. W. Way.

Sullins College—President W. E. Martin, Dean D. L. Metts.

Tennessee Wesleyan College—President J. L. Roff.

The Berry Schools—Principal G. L. Green.

Virginia Intermont College—President H. G. Noffsinger.

Ward Belmont School—Vice-President J. W. Barton.

Secondary Schools

Rivers Academy, Athens, Alabama—President E. G. Mackey.

Bessemer High School, Bessemer, Alabama—Principal J. A. Davis.

Birmingham High Schools, Birmingham, Alabama—Associate Superintendent Chas. A. Brown.

Fairfield High School, Fairfield, Alabama—Principal F. M. Cook.

Morgan County High School, Hartselle, Alabama—Principal W. T. Tiller.

University Schools, Mobile, Alabama—Superintendent J. T. Wright.

Pensacola High School, Pensacola, Florida—Supervising Prinicpal J. H. Workman.

St. Leo Academy, St. Leo. Florida—Prefect Rev. Father Jerome.

Public High School, Tampa, Florida—Director E. L. Robinson.

Marist High School, Atlanta, Georgia—Principal P. H. Dagneau.

North Avenue Presbyterian School, Atlanta, Georgia—Principal T. S. Askew.

The Academy of Richmond, Augusta, Georgia—President George P. Butler.

Savannah High Schools, Savannah, Georgia—Superintendent O. B. Strong.

Academy of Berea College, Berea, Kentucky—Dean C. N. Shutt.

Central City High School, Central City, Kentucky—Superintendent Tim Meinschein.

Dayton High School, Dayton, Kentucky—Principal O. W. Davis.

Frankfort High School, Frankfort, Kentucky—Principal D. W. Young.

Frankfort High Schools, Frankfort, Kentucky—Superintendent J. W. Ireland.

Georgetown High Schools, Georgetown, Kentucky—Superintendent J. W. Lancaster.

Hazard High School, Hazard, Kentucky—Principal J. F. Snyder.

Henderson High School, Henderson, Kentucky—Principal J. E. Beck.

Hamilton College, Lexington, Kentucky—Dean Hilda Threlkeld.

Henry Clay High School, Lexington, Kentucky—Principal C. E. Skinner.

St. Catherine Academy, Lexington, Kentucky—Principal Sister Mary Dympna.

Sue Bennett Memorial School, London, Kentucky—President K. C. East.

Atherton High School, Louisville, Kentucky—Principal Emma J. Woerner.

Atherton High School for Girls, Louisville, Kentucky—Counselor Catherine L. Morat.

DuPont High School, Louisville, Kentucky—Principal E. P. Chapin.

Girls High School, Louisville, Kentucky—Principal S. B. Tinsley.

Holy Rosary Academy, Louisville, Kentucky—Principal Sister Marie Leonard

Kentucky Home School for Girls, Louisville, Kentucky—Principal Annie Stuart Anderson.

Louisville Male High School, Louisville, Kentucky—Principal J. B. Carpenter.

Presentation Academy, Louisville, Kentucky—Principal Sister Agnes Teresa.

Ursuline Academy, Louisville, Kentucky—Principal Sister Mary Agnes.

Ursuline Academy, Louisville, Kentucky—Sister M. Casilda Bowling.

Bourbon County High School, Millersburg, Kentucky—Principal O. L. Mullikin.

Millersburg Military Institute, Millersburg, Kentucky—Superintendent W. R. Nelson.

Mt. Sterling High Schools, Mt. Sterling, Kentucky—Superintendent H. A. Babb.

Murray State Teachers College Training School, Murray, Kentucky—Principal J. W. Compton.

Owensboro Senior High School, Owensboro, Kentucky—Principal J. O. Lewis.

Pikeville Academy, Pikeville, Kentucky—Dean F. D. McClelland.

Mt. St. Joseph Academy, St. Joseph, Kentucky—Sister Joseph Marie.

Science Hill School, Shelbyville, Kentucky—Associate Principal Juliet Jameson Poynter.

Bethel Academy, Wilmore, Kentucky—Principal G. B. Burkholder.

Bolton High School, Alexandria, Louisiana—Principal S. M. Brame.

Isidore Newman Manual Training School, New Orleans, Louisiana—Director Clarence C. Henson.

Jesuit High School, New Orleans, Louisiana—Principal P. A. Roy.

St. Mary's Dominican High School, New Orleans, Louisiana—Principal Sister Mary Kevin, Sister Mary Agatha.

Biloxi High School, Biloxi, Mississippi—Superintendent A. L. May.

Brookhaven High School, Brookhaven, Mississippi—Superintendent Edgar S. Bowlus.

Clarksdale High School, Clarksdale, Mississippi—Superintendent H. B. Heidelberg.

Greenville High School, Greenville, Mississippi—Principal F. W. Murphy,

Greenwood High School, Greenwood, Mississippi—Superintendent W. C. Williams.

Gulf Coast Military Academy, Gulport, Mississippi—Principal J. E. Belka.

Gulfport High School, Gulfport, Mississippi—Superintendent B. F. Brown.

Laurel High School, Laurel, Mississippi—Superintendent R. H. Watkins.

Meridian High School, Meridian, Mississippi—Superintendent H. M. Ivy.

Sunflower Junior College, Moorhead, Mississippi—President J. S. Vandiver.

Ruleville High School, Ruleville, Mississippi—Superintendent D. R. Patterson.

All Saints College, Vicksburg, Mississippi—Dean Ophelia S. Stone.

Academy of St. Genevieve of the Pines, Asheville, North Carolina—Principal Mother M. Monk.

Lee School for Boys, Blue Ridge, North Carolina—Headmaster C. N. Sisson.

Coal Springs High School, Forest City, North Carolina—Principal C. C. Erwin.

Hendersonville High School, Hendersonville, North Carolina—Superintendent A. W. Honeycutt.

Fossifern School, Hendersonville, North Carolina—President J. R. Sevier.

High Point High School, High Point, North Carolina—Principal L. R. Johnston.

Oak Ridge Military Institute, Oak Ridge, North Carolina—Principal T. O. Wright.

Wilson High Schools, Wilson, North Carolina—Superintendent K. R. Curtis.

Ashley Hall, Charleston, South Carolina—Principal Mary V. McBee.

Columbia High School, Columbia, South Carolina—Principal G. H. Hill.

Columbia Public Schools, Columbia, South Carolina—Superintendent A. C. Flora.

Duncan High School, Duncan, South Carolina—Superintendent D. R. Hill, Mrs. D. R. Hill.

Greenville High School, Greenville, South Carolina—Principal W. F. Loggins.

Greenwood High School, Greenwood, South Carolina—Superintendent W. E. Black.

Newberry High School, Newberry, South Carolina—Superintendent O. B. Cannon.

Spartanburg City Schools, Spartanburg, South Carolina—Superintendent Frank Evans.

Bristol High School, Bristol, Tennessee—Superintendent R. B. Rubins.

Central High School, Chattanooga, Tennessee—Principal S. E. Nelson.

Chattanooga High School, Chattanooga, Tennessee—Principal C. F. Bates.

McCallie School, Chattanooga, Tennessee—Headmaster S. J. McCallie.

Shelby County Accredited Schools, Memphis, Tennessee—Principal Sarah W. Fletcher.

Hume-Fogg High School, Nashville, Tennessee—Principal C. T. Kirkpatrick.

St. Cecilia Academy, Nashville, Tennessee—Principal Sister Anne Frances.

Rockwood City Schools, Rockwood, Tennessee—Superintendent T. R. Eutsler.

Branham and Hughes Military Academy, Spring Hill, Tennessee—Headmaster C. A. Ragsdale.

Tennessee Military Institute, Sweetwater, Tennessee—President C. R. Endsley.

Brownsville High School and Junior College, Brownsville, Texas—Principal S. A. Caldwell.

Dallas Public Schools, Dallas, Texas—Superintendent L. V. Stockard.

Central High School, Fort Worth, Texas—Principal R. L. Paschal.

Ball High School, Galveston, Texas—Principal W. A. James.

Port Arthur High School, Port Arthur, Texas—Principal R. A. Collins.

Incarnate Word High School, San Antonio, Texas—Sister Patrick Joseph.

Texas Military Institute, San Antonio, Texas—Superintendent W. W. Bondurant.

Texarkana High School, Texarkana, Texas—Dean W. P. Akin.

Randolph-Macon Academy, Bedford, Virginia—Principal W. R. Phelps.

Virginia High School, Bristol, Virginia—Superintendent Roy B. Bowers.

Clifton Forge High School, Clifton Forge, Virginia—Principal R. W. Walker.

Petersburg High School, Petersburg, Virginia—Principal H. D. Wolff.

John Marshall High School, Richmond, Virginia—Principal J. C. Harwood.

Staunton Military Academy, Staunton, Virginia—Headmaster Roy W. Wonson.

II. INDIVIDUAL MEMBERS

Highsmith, J. Henry, State High School Supervisor, Raleigh, North Carolina.

Parkinson, B. L., Director of Teacher Training, State Department of Education, Montgomery, Alabama.

Spencer, William L., Director of Secondary Education, State Department of Education, Montgomery, Alabama.

Trudeau, Charles F., State High School Supervisor, Baton Rouge, Louisana.

III. REGISTERED VISITORS

State Departments of Education

Bass, William A., State High School Supervisior, Nashville, Tennessee.

Blackman, Albert M., Chief Supervisor of High Schools, State Department of Education, Austin, Texas.

Daniel, J. McTyeire, State High School Inspector, Columbia, South Carolina.

Godman, Mark, State High School Supervisior, Versailles, Kentucky.

Hathorn, Sam B., State High School Supervisor, Jackson, Mississippi.

Hillman, J. E., Director Teacher Training, Raleigh, North Carolina.

Hinson, M. R., State High School Supervisor, Tallahassee, Florida.

Peters, David W., Supervisor of Secondary Education, Richmond, Virginia.

Richmond, J. H., High School Supervisor, Frankfort, Kentucky.

Other Visitors

Adeline, Sister Mary, Nazareth College, Louisville, Kentucky.

Akers, Lewis R., President, Asbury College, Wilmore, Kentucky.

Armstrong, Harry L., President, Castle Heights Military Academy, Lebanon, Tennessee.

Arnold, W. E., Kentucky Wesleyan College, Winchester, Kentucky.

Ashby, W. S., Bowling Green College of Commerce, Bowling Green, Kentucky.

Atwood, E. L., President, Tennessee College, Murfreesboro, Tennessee.

Bacot, Louisa deBerniere, St. Catherine's School, Richmond, Virginia.

Barton, Mrs. J. W., Nashville, Tennessee.

Bennett, Richard H., President, Lander College, Greenwood, South Carolina.

Birckhead, E. F., Kentucky Wesleyan College, Winchester, Kentucky.

Boles, H. L., President, David Lipscomb College, Nashville, Tennessee.

Byrd, S. C., President, Chicora College, Columbia, South Carolina.

Campbell, Mrs. H. D., Lexington, Virginia.

Carr, Mrs. Mary Moss, Murray, Kentucky.

Champion, W. R., Kentucky Wesleyan College, Winchester, Kentucky.

Chapman, G. W., President, Tupelo Military Institute, Tupelo, Mississippi.

Clements, Sister B., Mother General, St. Catherine, Kentucky.

Cocke, M. E., Dean of Instruction, Hollins College, Hollins, Virginia.

Combs, M. L., President, State Teacher's College, Fredericksburg, Virginia.

Conradi, Louisa May, Tallahassee, Florida.

Countiss, J. R., President, Grenada College, Grenada, Mississippi.

Cox, G. W., Manager, College and Specialist Bureau, Memphis, Tennessee.

Creech, J. L., President, Cumberland College, Williamsburg, Kentucky.

Dannelly, C. M., President, Kentucky Wesleyan College, Winchester, Kentucky.

deJouge, A. R. W., Lincoln Memorial University, Harrogate, Tennessee.

Derthick, H. J., President, Milligan College, Milligan, Tennessee.

Derthick, Mrs. H. J., Milligan College, Milligan, Tennessee.

Eby, S. L., University of Cincinnati, Cincinnati, Ohio.

Forbes, H. L., Manager, Southern Teacher's Agency, Columbia, South Carolina.

Fox, Mary A., Millersburg College, Berea, Kentucky.

Frazer, W. H., President, Queens College, Charlotte, North Carolina.

Gillespie, G. T., President, Belhaven College, Jackson, Mississippi.

Greenwell, Sister Berenice, Dean, Nazareth College, Louisville, Kentucky.

Gross, J. O., President, Union College, Barbourville, Kentucky.

Guilds, J. C., President, Columbia College, Columbia, South Carolina.

Harman, J. L., President, Bowling Green Business University, Bowling Green, Kentucky.

Heslin, F. M., Asbury College, Wilmore, Kentucky.

Hollis, E. V., State Teachers College, Morehead, Kentucky.

Huebert, M. G., Dean, St. Mary's University, San Antonio, Texas.

Irwin, C. W., Takoma Park, Washington, D. C.

Jarman, L. W., President, Mary Baldwin College, Staunton, Virginia.

Jessen, C. A., U. S. Office of Education, Washington, D. C.

Johns, W. A., Counselor in Education, Cleveland, Ohio.

Jones, T. E., President, Fisk University, Nashville, Tennessee.

Kendig, M., Mercer, New York.

Kethley, W. M., President, Delta State Teachers College, Cleveland, Mississippi.

Lappin, W. C., State Teachers College, Morehead, Kentucky.

Lee, W. C., Kentucky Wesleyan College, Winchester, Kentucky.

Ligon, E. S., President, Blackstone Military Academy, Blackstone, Virginia.

Luten, Virginia, Southern Teachers Agency.

MacSwiney, Mother M., Dean, College of St. Genevieve of the Pines, Asheville, North Carolina.

Martin, C. H., President, New River State College, Montgomery, West Virginia.

McDonough, Sister Borromeo, Principal, Immaculate Academy, Newport, Kentucky.

Milton, Mary Page, Registrar, Morehead State Normal, Morehead, Kentucky.

Miriam, Sister, Principal, Notre Dame High School, Chattanooga, Tennessee.

Monahan, A. C., Washington, D. C.

Morat, A. V., Louisville, Kentucky.

Morgan, W. P., President, North Central Association, Macomb, Illinois.

Orr, Olivia E., Kentucky Wesleyan College, Winchester, Kentucky.

Paschal, Mrs. R. L., Fort Worth, Texas.

Paulin, E. A., St. Mary's University, San Antonio, Texas.

Payne, J. H., President, Morehead State Teachers College, Morehead, Kentucky.

Polhill, L. M., Bessie Tift College, Forsyth, Georgia.

Probst, Carrie Mae, Registrar, Goucher College, Baltimore, Maryland.

Pyle, F. J., Dean, New River State College, Montgomery, West Virginia.

Redman, S. L., Sales Manager, Central Scientific Co., Chicago, Illinois.

Reeves, F. W., University of Chicago, Chicago, Illinois.

Reynolds, R. C., Southern Teachers Agency, Chattanooga, Tennessee.

Roop, H. U., President, Lincoln Memorial University, Harrogate, Tennessee.

Sams, O. E., President, Bluefield College, Bluefield, West Virginia.

Scherer, Tilden, President, King College, Bristol, Tennessee.

Smith, Q. M., President, Tennessee Polytechnic Institute, Cookeville, Tennessee.

Spann, R. R., Superintendent, Sumner High School, Sumner, Mississippi.

Spivey, Ludd, M., President, Southern College, Lakeland, Florida.

Stevens, E. N., Editor, Ginn and Co., Boston, Mass.

Stockton, E. L., President, Cumberland University, Lebanon, Tennessee.

Streck, Rev. L. J., Villa Madonna Academy.

Thompson, W. E., President, La Grange College, La Grange, Georgia.

Van Doren, C. F., Central Scientific Co., Chicago, Illinois.

Van Meter, Mrs. J. O., Jackson, Kentucky.
Welch, M. W., Manager Welch Scientific Co.
Wright, Ethel P., Mobile, Alabama.
Wright, A. D., Darmouth College, Hanover, New Hampshire.
Watters, H. E., President, Union University, Jackson, Tennessee.
Vaughan, W. H., Dean, Morehead Teachers College, Morehead, Kentucky.
Vardell, C. G., President, Flora MacDonald College, Red Springs, North Carolina.
Womack, R. E., President, Lambuth College, Jackson, Tennessee.
Wood, V. E., Dean, Bluefield College, Bluefield, West Virginia.
Young, B. E., Indiana University, Bloomington, Indiana.
Zeigel, W. H., Dean of Faculty, Delta State Teachers College, Cleveland, Mississippi.

PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1923.

Proceedings of the Twenty-seventh Annual Meeting, New Orleans, Louisiana, December 7-8, 1922. Minutes of the Meeting. Report of the Secretary-Treasurer. Reports of the Executive Committee. Report of the Commission on Institutions of Higher Education. Report of the Commission on Accredited Schools. Report of the Committee on Deans' Reports. Papers and Addresses: Presidential Address, "The Southern Association and its Problems," President A. B. Dinwiddie, Tulane University; "The Work of the Commission on Institutions of Higher Education," Dean H. D. Campbell, Washington and Lee University; "How Mississippi College Met the Standards of the Southern Association of Colleges and Secondary Schools with respect to Endowment," Dr. D. M. Nelson, Mississippi Baptist Education Commission; "Women's Colleges and the Southern Association," President Emilie M. McVea, Sweet Briar College; "Standards of the Denominational Colleges," Dr. Henry H. Sweets, Secretary, Committee on Christian Education of the Presbyterian Church. Report of the Committee on Athletics, Dean Douglas Anderson, Chairman. Constitution and By-Laws. Report of Special Committee on Specified Entrance Units, Professor W. D. Hooper, University of Georgia, Chairman.

Proceedings of the Twenty-eighth Annual Meeting, Richmond, Virginia, December 4-7, 1923. Membership Roll, officers for 1923-24, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Committee on Deans' Reports. Papers and Addresses: "The Delaware Plant for Undergraduate Foreign Study," President Walter Hulliben, University of Delaware; "Recent Enterprises of the United States Bureau of Education," John J. Tigert, U. S. Commissioner of Education; "The Mental Test—a Critical Discussion," Dr. Lucy Shepard Crawford, Sweet Briar College; "The Use of Intelligence Tests for the Selection of College Students," Dr. Agnes L. Rogers, Smith College. Reports of the Committee on Athletics, the Committee on Teacher Training Institutions, and the fraternal delegate to the North Central Association, Dean C. A. Ives, Louisiana State University.

Proceedings of the Twenty-ninth Annual Meeting, Memphis, Tennessee, December 2-5, 1924. Membership rolls, officers for 1924-25, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and of the Committee on Athletics. Papers and Addresses: Presidential Address, "An Ancient Educational Ideal," Dean L. T. Baker, University of South Carolina; "Extension Service of Southern Colleges," Professor B. L. Parkinson, University of South Carolina; "Ancient Athletics—Their Use and Abuse," Professor A. L. Bondurant, University of Mississippi.

Proceedings of the Thirtieth Annual Meeting, Charleston, South Carolina, December 1-4 1925. Membership rolls, officers for 1925-26, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and the Committee on College Entrance Requirements. Papers and Addresses: Presidential Address, "Southern Association Problems," Professor W. D. Hooper, University of Georgia; "Intercollegiate Athletics," Professor S. V. Sanford, University of Georgia; "Some Conceptions of the College Curriculum," Dr. Walton C. John, U. S. Bureau of Education, Washington; "The Establishment of a Classification for Normal Schools and Teachers Colleges," Professor V. L. Roy, Louisiana State Normal College; "Professional Training for Teachers in Secondary Schools," Superintendent H. M. Ivy, Meridian, Mississippi; "Standards of the Association of American Junior Colleges," President James P. Craft, Averett College.

Proceedings of the Thirty-first Annual Meeting, Jackson, Mississippi, December 1-3, 1926. Officers for 1926-27, membership rolls, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer; the Executive Committee; the Commission on Institutions of Higher Education; the Commission on Secondary Schools; the Committee on Nominations; the Auditing Committee and the Committee on Resolutions. Papers and Addresses: Presidential Address, Dean N. W. Walker, University of North Carolina; Address of Fraternal Delegate from North Central Association, President E. C. Elliott, Purdue University; "The Growing Importance of the Library," Librarian L. R. Wilson, University of North Carolina; "The Outlook for the Higher Education of Women in the South," President Meta Glass, Sweet Briar College; Report of Fraternal Delegate to the North Central Association, Dean C. H. Barnwell, University of Alabama; "Graduate Work in the Southern States," Dr. Shelton Phelps, George Peabody College for Teachers; "Graduate Work: Opportunities and Standards," President H. W. Chase, University of North Carolina; "Graduate Work: Approved Procedure," Dean H. W. Harper, University of Texas; "Graduate Work in the South: Needs and Prospects," Professor Edwin Greenlaw, Johns Hopkins University; Address, President J. A. C. Chandler, College of William and Mary.

Proceedings of the Thirty-second Annual Meeting, Jacksonville, Florida, November 29-December 2, 1927. Officers for 1927-28, roll of members, delegates and visitors. Minutes of the general sessions; reports of the Secretary-Treasurer; the Executive Committee; the Committee on College Entrance Requirements; the Commission on Secondary Schools; the Nominating Committee; the Committee on Resolutions; the Commission on Institutions of Higher Education; the Committee on Junior Colleges; and the Auditing Committee. Papers and Addresses: Presidential Address, Dean Theodore H. Jack, Emory University; "Present Day Problems of the College," Professor Leon Richardson, Dartmouth College; "The College and the Individual," D. A. Robertson, American Council on Education; "Greetings from the Carnegie Corporation," R. M. Lester, Assistant to the President; Address by Fraternal Delegate of the North Central Association, Secretary J. B. Edmonson; "The Place of the Dean in the Administrative Organization of the College," Dean C. E. Friley, Texas A. & M. College; "The Place of the Registrar in the Organization of the College," Registrar J. G. Stipe, Emory University; "Financial Standards for Accrediting Colleges," F. W. Reeves, University of Kentucky.

Proceedings of the Thirty-third Annual Meeting, Fort Worth, Texas, December 4-7, 1928. Officers for 1928-29, roll of members, delegates and visitors. Minutes of the general sessions; reports of the Secretary-Treasurer; the Executive Committee; Special Committees; the Commision on Secondary Schools; the Commission on Institutions of Higher Education; the Standing Committee on Junior Colleges; the Auditing Committee; Nominating Committee; the Committee on Resolutions. Papers and Addresses: Presidential Address, Superintendent H. M. Ivy, Meridian, Mississippi; "The Content of School English," Professor Charles S. Pendleton, George Peabody College for Teachers; Report of Committee on Comprehensive Content Examinations, Professor M. R. Trabue, University of North Carolina; "The Relation of Junior Colleges to the Present System of Higher Education," President George F. Zook, University of Akron; "A Study of Marking in Higher Institutions," Registrar Ezra L. Gillis, University of Kentucky; Address of Fraternal Delegate to the North Central Association, Dean Theodore H. Jack, Emory University; Address of Fraternal Delegate from the North Central Association, Dr. W. I. Early, President of the Association; Summary of Report of Committee on Use of Psychological Tests as a Part of Admission Requirements to College, Associate Superintendent Charles A. Brown, Birmingham, Alabama; Report of Delegates to the National Conference on Uniform College Entrance Requirements in English, Professor Charles S. Pendleton, George Peabody College for Teachers.

AFFILIATIONS OF THE ASSOCIATION

The Association of Colleges and Secondary Schools of the Southern States has been a member of the National Conference Committee on Standards of Colleges and Secondary Schools from the inception of the latter. The Association is also a member of the National Conference on Uniform Entrance Requirements in English and of the American Council on Education.

OFFICERS AND PLACES OF MEETING OF THE ASSOCIATION FROM ITS ORGANIZATION

1895-96, Nashville, Tennessee

President—George T. Winston, University of North Carolina.

Vice-President—S. T. Moreland, Washington and Lee University; T. W. Palmer, University of Alabama.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Dillard, Tulane University; W. P. Trent, University of the South; R. B. Fulton, University of Mississippi.

1896-97, Knoxville, Tennessee

President—R. B. Fulton, University of Mississippi.

Vice-Presidents—Addison Hogue, Washington and Lee University; E. A. Alderman, University of North Carolina.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—B. L. Wiggins, University of the South; John M. Webb, Webb School; B. W. Bond, Randolph-Macon Academy.

1897-98, Athens, Georgia

President—B. L. Wiggins, University of the South.

Vice-Presidents—John M. Webb, Webb School; James K. Powers, University of Alabama.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; Addison Hogue, Washington and Lee University; H. C. Weber, Nashville, Tennessee.

1898-99, Columbia, South Carolina

President—Charles W. Dabney, University of Tennessee.

Vice Presidents—I. H. Saunders, Danville Military Institute; W. W. Smith, Randolph-Macon College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; John M. Webb, Webb School; James K. Powers, University of Alabama.

1899-1900, Charlottesville, Virginia

President—John M. Webb, Webb School.

Vice Presidents—Edwin Mims, Trinity College; I. H. Saunders, Danville Military Institute.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; C. B. Wallace, University School, Nashville; James K. Powers, University of Alabama.

1900-01, Sewanee, Tennessee

President—James K. Powers, University of Alabama.

Vice President—Harrison Randolph, Charleston College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; F. P. Venable, University of North Carolina; W. D. Mooney, The Mooney School.

1901-02, Oxford, Mississippi

President—Edwin Mims, Trinity College.

Vice Presidents—Cooper D. Schmitt, University of Tennessee; H. D. Campbell, Washington and Lee University.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—F. P. Venable, University of North Carolina; J. B. Henneman, University of the South; J. M. Webb, Webb School.

1902-03, Durham, North Carolina

President—R. H. Jesse, University of Missouri.

Vice Presidents—P. H. Saunders, University of Mississippi; C. B. Wallace, University School, Nashville.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—F. P. Venable, University of North Carolina; B. L. Wiggins, University of the South; J. M. Webb, Webb School.

1903-04, New Orleans, Louisiana

President—George H. Denny, Washington and Lee University.

Vice Presidents—William R. Prather, University of Texas; J. H. Dillard, Tulane University.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—John M. Webb, Webb School; H. B. Arbuckle, Agnes Scott Institute; Harrison Randolph, Charleston College.

1904-05, Nashville, Tennessee

President—Brown Ayres, University of Tennessee.

Vice Presidents—E. A. Alderman, University of Virginia; Julius T. Wright, University School, Mobile.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—John M. Webb, Webb School; Edwin Mims, Trinity College; John F. Goucher, Baltimore Woman's College.

1905-06, Knoxville, Tennessee

President—D. F. Houston, University of Texas.

Vice Presidents—Julius T. Wright, University School, Mobile; D. B. Purinton, University of West Virginia.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—John F. Goucher, Baltimore Woman's College; Edwin Mims, Trinity College; J. A. Robbins, McTyeire School, McKenzie, Tennessee.

1906-07, Birmingham, Alabama

President—C. B. Wallace, University School, Nashville, Tennessee.

Vice Presidents—W. M. Thornton, University of Virginia; F. H. Gaines, Agnes Scott College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. A. Robbins, McTyeire Institute, McKenzie, Tenn.; Edwin Mims, Trinity College; A. Ross Hill, University of Missouri; John B. Henneman, University of the South; Alfred Hume, University of Mississippi.

1907-08, Chattanooga, Tennessee

President—J. H. Dillard, Tulane University.

Vice Presidents—J. M. Starke, University School, Montgomery; Harrison Randolph, College of Charleston.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—B. R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; Edwin Mims, Trinity College; John Bell Henneman, University of the South; Alfred Hume, University of Mississippi.

1908-09, Charlottesville, Virginia

President—F. P. Venable, University of North Carolina.

Vice Presidents—G. Holman Gardner, Donald Frazier High School, Decatur, Ga.; Leonard A. Blue, Girls' Latin School, Baltimore.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1909-10, Athens, Georgia

President—R. E. Blackwell, Randolph-Macon College.

Vice Presidents—J. D. M. Armistead, Agnes Scott College; Julius T. Wright, University School, Mobile.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville, James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1910-11, Tuscaloosa, Alabama

President—C. H. Barnwell, University of Alabama.

Vice Presidents—John Morris, University of Georgia; J. D. Blanton, Ward Seminary, Nashville.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Acting Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; Walter Miller, Tulane University.

1911-12, Spartanburg, South Carolina

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—John B. Van Meter, Goucher College; Julius Tutwiler Wright, University School, Mobile.

Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—E. C. Brooks, Trinity College; Walter Miller, University of Missouri; C. H. Barnwell, University of Alabama; John I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Orange, Virginia.

1912-13, Knoxville, Tennessee

President—J. L. Henderson, University of Texas.

Vice Presidents—T. S. Baker, Jacob Tome Institute; W. D. Hooper, University of Georgia.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; C. H. Barnwell, University of Alabama; J. I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest College, Woodberry Forest, Virginia.

1913-14, Charlottesville, Virginia

President—J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia.

Vice Presidents—Thomas E. Hodges, University of West Virginia; Col. J. C. Woodward, Georgia Military Academy, College Park, Georgia.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; C. H. Barnwell, University of Alabama; J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia.

1914-15, Nashville, Tennessee

President—D. C. Barrow, University of Georgia.

Vice Presidents—W. H. Davis, Danville School, Danville, Virginia; A. A. Murphree, University of Florida.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. C. Walker, Woodberry Forest School.

1915-16, Durham, North Carolina

President—Bert E. Young, Vanderbilt University.

Vice Presidents—Julius T. Wright, University School, Mobile; A. L. Bondurant, University of Mississippi.

Secretary-Treasurer—Walter Hullihen, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia; Miss Elizabeth A. Colton, Raleigh, North Carolina.

1916-17, Atlanta, Georgia

President—William A. Webb, Randolph-Macon Woman's College.

Vice Presidents—Miss Elizabeth A. Colton, Raleigh, North Carolina; M. E. Melvin, Jackson, Mississippi.

Secretary-Treasurer—Walter Hullihen, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; Bert E. Young, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1917-1918

On account of the peculiar difficulties of our colleges in the fall of 1918 as a result of the Student's Army Training Corps and the epidemic of influenza, it seemed best to the Executive Committee to postpone the regular meetings of our Association until the fall of 1919. A meeting of the Executive Committee, however, was held at Nashville, Tennessee, on January 9-10, 1919.

1918-19, Louisville, Kentucky

President—C. G. Maphis, University of Virginia.

Vice Presidents—E. D. Pusey, Durham, North Carolina; L. L. Friend, West Virginia University.

Secretary-Treasurer—E. A. Bechtel, Tulane, University.

Executive Committee (in addition to President and Secretary *ex officio*)—W. A. Webb, Randolph-Macon Woman's College; S. M. Barton, University of the South; T. S. Baker, Tome School; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1919-20, Chattanooga, Tennessee

President—Julius T. Wright, University School, Mobile, Alabama.

Vice Presidents—J. L. Patterson, University of Louisville; F. B. Trotter, University of West Virginia.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*)—S. M. Barton, University of the South; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia.

1920-21, Birmingham, Alabama.

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—J. S. Stewart, University of Georgia; F. F. Hooper, University of Chattanooga.

Secretary Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretay *ex officio*)—F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, Mobile, Alabama.

1921-22, New Orleans, Louisiana

President—A. B. Dinwiddie, Tulane University.

Vice Presidents—A. L. Bondurant, University of Mississippi; C. B. Glenn, Birmingham, Alabama.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, University Military School, Mobile; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina.

1922-23, Richmond, Virginia

President—S. J. McCallie, McCallie School, Chattanooga, Tennessee.

Vice Presidents—Miss Emilie W. McVea, Sweet Briar College; C. C. Henson, Isidore Newman Manual Training School.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina; A. B. Dinwiddie, Tulane University.

1923-24, Memphis, Tennessee

President—L. T. Baker, University of South Carolina.

Vice Presidents—W. L. Prince, University of Richmond; Miss Jessie Muse, Girls' High School, Atlanta.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; H. W. Chase, University of North Carolina.

1924-25, Charleston, South Carolina

President—W. D. Hooper, University of Georgia.

Vice Presidents—R. L. Jones, Memphis, Tennessee; C. A. Ives, Louisiana State University.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; W. W. Guth, Goucher College; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina.

1925-26, Jackson, Mississippi

President—N. W. Walker, University of North Carolina.

Vice Presidents—E. J. Mathews, University of Texas; M. L. Brittain, Georgia School of Technology.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina; A. A. Murphree, University of Florida.

1926-27, Jacksonville, Florida

President—Theodore H. Jack, Emory University.

Vice Presidents—C. A. Graeser, College of Charleston; D. M. Nelson, Mississippi College.

Secretary-Treasurer—Guy E. Snavely, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University.

1927-28, Fort Worth, Texas

President—H. M. Ivy, Meridian Public Schools.

Vice Presidents—Joseph Roemer, University of Florida; Sue Powers, Shelby County Schools, Memphis, Tennessee.

Secretary-Treasurer—Guy E. Snavely, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; S. J. McCallie, The McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University.

1928-29, Lexington, Kentucky

President—R. L. Marquis, North Texas State Teachers College.

Vice Presidents—E. F. Buchner, Johns Hopkins University; Harry Clark, Furman University.

Secretary-Treasurer—Guy E. Snavely, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*)—S. J. McCallie, The McCallie School; Edward Conradi, Florida State College for Women; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools.

The Thirty-fifth Annual Meeting of the Association will be held in Atlanta, Georgia, December 4-5, 1930. The Commission on Institutions of Higher Education and the Commission on Secondary Schools will meet at the same place, December 1-3, 1930.

PART II.

Minutes of the Thirty-Fourth Annual Meeting
Lexington, Kentucky

December 5-6, 1929

The Commission on Institutions of Higher Education and the Commission on Secondary Schools held meetings, preliminary to the regular sessions of the Association, on December 2-4. The reports of these two Commissions will be found in Parts III and IV of these Proceedings.

WEDNESDAY, DECEMBER 4, 1929

2 P. M.

Dr. Charles H. Judd, University of Chicago, originally scheduled to speak Friday morning on "Professional Training for College and University Instructors," was unable to remain throughout the sessions. Through the courtesy of President Marquis, a joint meeting of the Commissions was called to hear his address on Wednesday, 2 p. m. Visitors and delegates were invited, and were present in large numbers. This address is published in Part V of the proceedings.

THURSDAY, DECEMBER 5, 1929

MORNING SESSION

The thirty-fourth annual session of the Association of Colleges and Secondary Schools of the Southern States was called to order by the President of the Association, President R. L. Marquis, North Texas State Teachers College. Dr. Elmer Campbell, Acting President of Transylvania College, welcomed the delegates cordially. Dr. J. Henry Highsmith, State High School Inspector, Raleigh, North Carolina, responded in a happy manner on behalf of the Association.

The Secretary announced that more than enough delegates had registered to complete a quorum. On motion, the roll call was therefore dispensed with. The minutes of the last annual meeting were accepted as printed in the Proceedings. The report of the Secretary-Treasurer for the year 1928-29 was then offered.

REPORT OF THE SECRETARY-TREASURER FOR THE YEAR 1928-29

The minutes of the thirty-third annual meeting of the Association, held in Fort Worth, Texas, December 4-7, 1928, have been printed in the Proceedings for 1928-29, copies of which have been distributed to all members of the Association.

RECEIPTS

Balance on hand, November 30, 1928	$ 7,866.06	
Dues, Institutions of Higher Education	7,050.00	
Dues and Fees, Secondary Schools	10,260.00	
Dues, Individual Members	45.00	
Sale of Proceedings	127.00	
Inspection Fees, Higher Commission	850.00	
Interest on Savings Account	576.53	
Total Receipts	$26,774.59	$26,774.59

EXPENDITURES

Fort Worth Meeting, 1928	$ 234.50	
Lexington Meeting, 1929	113.94	
Membership, American Council on Education	100.00	
Commission on Institutions of Higher Education	396.92	
Inspection of Higher Institutions	649.36	
Commission on Secondary Schools	6,072.62	
President's Office	25.75	
Secretary's Office	943.18	
Proceedings	3,386.25	
Negro Standardizing Committee	77.87	
Fraternal Delegate to North Central Ass'n	80.68	
Delegate, American Council on Education	14.85	
Total Exenditures	$12,095.92	$12,095.92
Balance on hand, November 30, 1929		$14,678.67

The cash book, showing in detail all items of receipts and expenditures, the bank book and bank statements, showing deposits and balance on hand, the vouchers for expenditures and the cancelled checks, and the check book are herewith presented; and the Treasurer asks that a committee be appointed to audit the accounts for the year 1928-29.

Respectfully submitted,

Guy E. Snavely, Secretary-Treasurer.

APPOINTMENT OF COMMITTEES

The President appointed the following committees:

Nominating Committee

Theodore H. Jack, Emory University.
C. R. Endsley, Tennessee Military Institute.
J. C. Harwood, John Marshall High School, Richmond, Virginia.
T. J. Wilson, University of North Carolina.
C. E. Friley, A. & M. College of Texas.

RESOLUTIONS COMMITTEE

S. P. Brooks, Baylor University.
W. R. Smithey, University of Virginia.
J. R. McCain, Agnes Scott College.
E. W. Sikes, Clemson College.
H. L. Donovan, Eastern Kentucky State Teachers College.

AUDITING COMMITTEE

E. L. Gillis, University of Kentucky.
C. A. Ives, Louisiana State University.
Father Jerome, St. Leo Academy.
A. M. Blackman, Chief High School Supervisor, Austin, Texas.

REPORT OF EXECUTIVE COMMITTEE

The following report of the Executive Committee was made by Secretary Snavely:

1. A telegram was sent by the Executive Committee to Chancellor James H. Kirkland, Vanderbilt University, President Emeritus of the Association, who was unable to attend the annual meeting because of illness.

2. Secretary Snavely was requested to present a memoir of Edward F. Buchner, first Vice-President of the Association, who died late in the summer.

3. Mention was made of the death of other members of the Association. The Association stood out of respect to the memory of the following deceased members:

President W. W. Guth, Goucher College.
President David B. Johnson, Winthrop College.
President J. C. Fant. Mississippi State College for Women.
Principal B. F. Pickett, Newnan, Georgia.
President T. E. Whitaker, Oak Ridge, North Carolina.

4. Recommendation was made that an Executive Secretary, to be chosen by the Executive Committee of the Association, be employed for one year: his duties to be the visitation of colleges under the direction of the Commission on Institutions of Higher Education, and also schools at the request of the Commission on Secondary Schools.

5. The Executive Committee recommended that the chairmen of the two Commissions be instructed to consider applications from West Virginia only when the majority of the colleges and the majority of the secondary schools of West Virginia express a desire to affiliate with the Southern Association and not with any other regional association.

6. Further recommendation was made that the president and secretary of the Association, on behalf of the Executive Committee, be directed to point out to institutional representatives in Missouri, Maryland, and West Virginia the anomalous situation of these institutions in the Southern Association, and to suggest that these institutions consider the advisability of maintaining membership in original association of natural affiliation.

7. Recommended that the Executive Committee be authorized to send delegate to annual meeting of Association of Middle States and Maryland.

On motion, the foregoing recommendations of the Executive Committee were adopted by the Association.

BUCHNER MEMOIR

Late last summer our first vice-president, Edward Franklin Buchner, passed away in Germany. He was on a vacation trip after another year of arduous labor as director of the College for Teachers and of the Summer Session of the Johns Hopkins University.

Dr. Buchner has been a most faithful attendant at and active participant in the meetings of our Association. As a member for a number of years of the Commission on Higher Institutions and its sub-committees, he has rendered conspicuous service. His wise counsel and earnest efforts for educational improvement will be greatly missed. His five years of labor on the faculty of the University of Alabama, followed by twenty-one years at the head of the teacher training work at the Johns Hopkins University, gained for him a pre-eminence in Southern Education. In his passing the Association has suffered a great loss. We extend our sympathy to his bereaved family.

GUY E. SNAVELY.

ADDRESS

Dean Charles E. Friley, A. & M. College, Texas, gave an address on "The Place of the Technological College in Higher Education." At the conclusion of his presentation, the subject was discussed by President Blackwell, of Randolph-Macon College; Registrar Caldwell, of Georgia School of Technology; Dean Walker, of the University of North Carolina; and President Agnew, of Woman's College of Alabama.

This address is found in Part V of the Proceedings.

Secretary Snavely introduced to the Association, Dr. David A. Robertson, Associate Director of the American Council on Education. Dr. Robertson summarized briefly the work of the American Council on Education for the past year, and spoke at a little more length concerning the work of the National Advisory Committee on Education, recently appointed by Dr. Wilbur, Secretary of the Interior.

The Association adjourned to meet at 2:00 P. M.

THURSDAY, DECEMBER 5, 1929

AFTERNOON SESSION

The afternoon session was called to order by President Marquis.

REPORT OF THE AUDITING COMMITTEE

To the Commission:

We, your Auditing Committee, have checked the receipts and expenditures of the Secretary-Treasurer, Guy E. Snavely. All amounts due have been collected, and all bills paid to November 26, 1929. All receipts have been deposited in the bank, and all bills paid by check. We have found the report correct in every detail.

Signed: EZRA L. GILLIS, Chairman,
A. M. BLACKMAN.

On motion, the report of the Auditing Committee was adopted.

REPORT OF THE EXECUTIVE COMMITTEE

Secretary Snavely reported, on recommendation of the Commission on Institutions of Higher Education, that the Executive Committee nominated for membership the following colleges:

Four Year Colleges

Brenau College, Gainesville, Georgia.
Georgia State Woman's College, Valdosta, Georgia.
Loyola University, New Orleans, Louisiana.

Teacher Training Colleges

State Teachers College, Hattiesburg, Mississippi.
Sul Ross State Teachers College, Alpine, Texas.

Junior Colleges

Berry College, Mount Berry, Georgia.
Harrison, Stone, Jackson Junior College, Perkinston, Mississippi.
Nashville Agricultural Normal Institute, Madison, Tennessee.
Nazareth Junior College, Nazareth, Kentucky.
Pearl River College, Poplarville, Mississippi.
South Park College, Beaumont, Texas.

Further recommendations of the Executive Committee:

The following are nominated for membership in the Commission on Higher Institutions, to take the place of committee members whose terms of office have expired:

COLLEGE MEMBERS

Class Of 1932

Dean L. T. Baker, University of South Carolina.
President D. R. Anderson, Randolph-Macon Woman's College
Professor W. J. Battle, University of Texas.
President A. B. Dinwiddie, Tulane University.
President W. P. Few, Duke University.
Professor W. D. Hooper, University of Georgia.
Dean Walter Miller, University of Missouri.
President John J. Tigert, University of Florida.

Class Of 1930

President O. C. Carmichael, Alabama College.
(Vice, Professor E. F. Buchner, deceased.)
President C. J. Turck, Centre College.
(Vice, President W. E. Guth, deceased.)

SCHOOL MEMBERS

Class Of 1932

Principal C. C. Henson, New Orleans, Louisiana.
Principal J. T. Wright, Mobile, Ala.
Principal John H. Workman, Pensacola, Florida.
President George P. Butler, Augusta, Georgia.
Principal H. D. Wolff, Petersburg, Virginia.

That the following are nominated for membership in the Commission on Secondary Schools, to take the place of committee members whose terms of office have expired:

Class Of 1932

Gladstone Yeuell, Professor of Secondary Education, University of Alabama.
J. S. Stewart, Professor of Secondary Education, University of Georgia.
M. E. Ligon, Professor of Secondary Education, University of Kentucky.
H. L. Garrett, Professor, Louisiana State University.
J. C. Dawson, President, Howard College.
Ormond B. Strong, Superintendent, Savannah, Georgia.
T. A. Hendricks, Dean, College of Liberal Arts, Berea College.
S. M. Brame, Principal, Alexandria, Louisiana.
H. B. Heidelberg, Superintendent, Clarksdale, Mississippi.
W. E. Black, Superintendent, Greenwood, South Carolina.
Frank F. Hooper, Professor, University of Chattanooga.
R. W. Tinsley, Professor, Southwestern University.
J. C. Harwood, Principal, Richmond, Virginia.
S. B. Hathorn, Supervisor of High Schools, Jackson, Mississippi.
N. W. Walker, Dean, University of North Carolina.

Class Of 1930

A. D. Mueller, Professor of Secondary Education, University of Tennessee (vice E. R. Gabler, resigned).

Class Of 1931

President T. O. Wright, Oak Ridge Institute (vice T. E. Whittaker, deceased).
D. W. Peters, State Superintendent of Secondary Education, Richmond, Virginia.

On Motion, the foregoing recommendations of the Executive Committee were adopted by the Association.

ADDRESS

President O. C. Carmichael, Alabama College, gave an address on "The Place of the Woman's College in Higher Education."

At the conclusion of his address, the following took part in a discussion of the subject: President Blackwell, Randolph-Macon College; President Hubbard, College of Industrial Arts; President Pell, Converse College; Vice President Smith, Wesleyan College.

This address is found in Part V of the Proceedings.

REPORT OF EXECUTIVE COMMITTEE

Secretary Snavely read the report made to the Executive Committee by the Committee on the Rating of Negro Schools. The report follows:

"Pursuant to the action taken by the Southern Association at the meeting held in Fort Worth, December, 1928, the Committee met in Atlanta on March 30, 1929, to consider the question of the rating or approval of negro high schools and colleges by the Southern Association.

"The members of the Southern Association Committee, Dr. H. M. Ivy, Meridian, Mississippi; Dean T. H. Jack, Emory University, Atlanta, and Dr. J. Henry Highsmith, State Department of Public Instruction, Raleigh, North Carolina, were present. There were present also by invitation, a number of persons interested in the matter for consideration and representing the Association for the promotion of the Education of Negro Youth, these being Dr. M. W. Adams, Atlanta University; Dean D. O. W. Holmes, Howard University; President T. E. Jones, Fiske University; President H. C. Trenholm, Negro State Normal School, Montgomery, Alabama; Dean S. H. Archer, Morehouse College, Atlanta, and Dr. A. J. Klein, United States Bureau of Education, Washington, D. C.

"The general problem of rating negro schools was discussed for some time by the members of the group. After canvassing the whole situation it was agreed that there is not now in existence any agency or organization that can handle the problem satisfactorily, and the Southern Association was asked to do whatever in its judgment may seem best.

"The Southern Association Committee held a meeting to consider ways and means of handling the problem of rating or approving negro schools, the conclusions of the Committee being merely suggestions to the Association as to methods of procedure.

"It was decided that the Executive Committee of the Southern Association should be asked to appoint a standing committee on the approval of Negro Schools. This committee will be appointed from the membership of the Association and make its report to the Executive Committee.

"The Committee on Approval of Negro Schools will work through a Committee in each State, this Committee to be composed of one member of the Commission on Higher Education, one member of the Commission on Secondary Education, and one or more persons selected from the Division of Negro Education in the respective states. This State Committee will submit to the Association Committee all recommendations relative to schools, and the Association Committee will determine the schools which shall be submitted to the Executive Committee for approval.

"The machinery for carrying on this work may be stated as follows:

1. *Southern Association Executive Committee*—Standing Committee on Approval of Negro Schools selected from membership of Association—3 or more members.

State Committee—Composed of one member of Higher Education Commission, one from Secondary Education Commission, and one or more from Div. Negro Education in State.

"The Committee appointed at Fort Worth in December, 1928, to go into this question of approving negro schools, recommends that the Executive Committee of the Southern Association endorse the plan for Approving Negro Schools upon condition that funds are made available to make a survey of Negro Schools in Southern Association territory. Expert assistance will be necessary, and the Executive Committee is requested to authorize the committee, composed of H. M. Ivy, T. H. Jack and J. Henry Highsmith, to secure funds to the amount of $20,000 or more to defray the expense of a survey, said survey forming the basis for the recommendation of the State Committee to the Association Committee of those schools which may be approved. The plan provides that each college shall be required to contribute $25.00 toward the expenses of inspection, no inspection or survey of a given school to be made except upon receipt of invitation from the institution.

"It is expected that the survey will give information for the classification of Negro Schools into at least three groups, A, B and C, upon the basis of Southern Association requirements. Such classification should prove most helpful to the various institutions."

This report was approved by the Association.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

In the absence of Chairman E. J. Mathews, of the University of Texas, Vice-Chairman J. A. Stoddard made a general report for the Commission on Secondary Schools. Mr. Mathews had been called home Tuesday evening on account of the serious illness of his mother. The program of the Commission was carried out substantially as had been printed and distributed.

(1) The Commission met at nine A. M. Tuesday, December 3. Roll call indicated that practically all of the members were present except those engaged on the Central Reviewing Committee. All visitors present were introduced to the Commission and invited to listen to the discussions.

(2) Mr. W. L. Spencer made a report of his visit to the North Central Association as fraternal delegate. His report included a number of interesting observations and helpful suggestions.

(3) President W. P. Morgan, Western State Teachers' College, McComb, Ill., President of the North Central Association and fraternal delegate from that Association, made an address upon the Purposes of Standardization.

(4) Dr. E. D. Grizzell, Professor of Secondary Education, University of Pennsylvania, as fraternal from the Association of the Middle States and Maryland, made an address describing the work of that Association.

(5) Mr. Sidney B. Hall, who was on the program to discuss the Relation of the Secondary School to the Junior College, as Committee Chairman, was not present since he is studying the systems of education in France. Under this topic, the question was raised as to whether the high school department of the junior college desiring to be accredited and listed separately should pay the fee of ten dollars. The commission felt that it had no discretion other than to require payment of the fee, ten dollars, which is the regular fee of the secondary school.

(6) The commission, upon invitation from the Commission on Higher Institutions, appointed a special committee to confer with a committee from the Higher Commission upon the problem of continuing or discontinuing the list of approved non-member colleges. The Commission on Secondary Schools expressed itself as not wishing to have this list discontinued at present, but assented to the addition of no other colleges at the present time, and the willingness to the discontinuance when practical.

(7) The Central Reviewing Committee of eleven, one member from each state, had met at nine A. M. Monday, December 2.

This committee labored almost continuously until ten o'clock Wednesday, December 5, at which time it brought in a report on accredited schools. This report appears in detail in Part IV of the proceedings.

(8) Chairman Spencer of the Committee on the Training of Junior High School Teachers had secured the presence of Dr. H. D. Kitson, of Columbia University, who made a helpful address on Guidance.

(9) Chairman W. R. Smithey, of the Committee on Cooperation with the U. S. Bureau of Education, reported that this committee had succeeded in performing its duties and requested that the committee be discharged.

(10) Chairman M. E. Ligon, of the Committee on Specialization of Teachers, presented another installment of the report of his committee. This completes the work of the committee, and the results of these investigations will be published.

(11) Mr. Carl A. Jessen, of the U. S. Office of Education, read a paper on The Present-Day Ear-Marks of a Good Secondary School. This paper will appear in the proceedings.

(12) Secretary Roemer reported progress on the joint study of Secondary Education by the Regional Standardizing Agencies.

(13) Mr. L. V. Stockard, district superintendent of high schools, Dallas, Texas, read a report of an investigation on the Relation of Size of Class to Efficiency of Instruction.

(14) Principal J. C. Harwood, John Marshall High School, Richmond, Virginia, reported on the Position of the Other Regional Agencies on Size of Classes.

(15) The committee on Library Standards, Mr. J. H. Highsmith, Chairman, submitted a report on the New Library Standards. This report was adopted, ordered printed and distributed to the schools.

(16) Mr. J. A. Lyon, for the Committee on Revision of Standards, submitted suggested revisions, which were approved. These will appear in the printed records.

(17) A resolution by Mr. W. L. Spencer, authorizing experimentation in accredited and member schools such as may involve some non-compliance with standards on the part of such school, was approved. This resolution appears in Part IV.

(18) The Secretary's report on Freshman Grades was presented at the last meeting of the commission, in its usual form, and ordered printed.

(19) Officers of the Commission elected for next year are: Chairman: J. C. Harwood, Principal, John Marshall High School, Richmond, Virginia; Vice-Chairman, E. J. Mathews, Registrar, University of Texas; Secretary, Joseph Roemer, Professor of Secondary Education, University of Florida.

Dr. Joseph Roemer, Secretary of the Secondary Commission, reported on the proceedings of the Commission for the past year. He gave his budget for the year 1929-30, as shown in Part IV, and moved its approval by the Association. The approval was given.

Secretary Roemer read the recommendation of the Committee on the Revision of Library Standards, and moved the approval of the recommendations by the Association. Approval was given. The report of the committee follows:

NEW LIBRARY STANDARDS

I. Books

(1) Enrollment of 100 or less students—500 well-selected books, exclusive of government documents and textbooks, to meet the needs for references, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students—500 to 1,000 well-selected books averaging five per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students—1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students—2,500 to 5,000 well-selected books, newspapers and 25 to 50 suitable periodicals.

(5) Enrollment 1,000 or more students—5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. Librarian

(1) Enrollment of 100 or less students—Teacher-librarian with at least six semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours

in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students—half time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half-time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students—full time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students—same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students—Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable, a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. Appropriation

(1) Enrollment of 500 or less students—annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students—annual appropriation of at least $0.75 per student per year for books, periodicals. etc., exclusive of salaries.

IV. Course In Use Of Library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. Organization

(1) Enrollment of 100 or less students—at least an adequate shelf list made and an adequate loan system installed.

(2) Enrollment of more than 100 students—card catalogues, shelf-lists, accession record and adequate loan system.

VI. Equipment

(1) Enrollment of 100 or less students to 200—separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students—separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students—same as above with additional equipment to meet needs. If possible, separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

II. Date That These Regulations Become Effective

The regulations are to become effective in the fall of 1930. Schools not fully meeting the above standards are to be warned for the year 1930-31.

In the fall of 1931, schools not meeting fully the standards are to be marked with a * signifying that the schools so marked have not fully met the Library Standards. A footnote shall be attached to each state list explaining that schools so marked have not yet met the standards in full. In the fall of 1932, the schools not meeting the standards in full are to be again marked with a * with a footnote at end of each State list that this is the final warning. In the fall of 1933, all schools not meeting the standards in full subject themselves to being dropped from membership in the Association.

III. The Commission desires to go on record that there is no desire to be retroactive in regard to Librarians now employed in schools (December 4, 1929). Where Librarians are now giving efficient and satisfactory service, no effort will be made to impose undue burdens upon them. The Commission does reserve the right, however, to require of such librarians reasonable additional training in Library Science.

IV. The Committee suggests that a committee be appointed to cooperate with a committee from the Commission on Institutions of Higher Learning, this joint committee to work out a list of approved library schools and courses in Library Science.

J. HENRY HIGHSMITH
SPENCER McCALLIE
J. M. DANIEL.

REPORT OF COMMITTEE ON REORGANIZATION AND REVISION OF STANDARDS

Your committee begs to report that the chairman sent out letters to each member of the committee and to the chairman of the State Committees asking for suggestions on which revisions might be proposed. Answers were received from six sources, making suggestions on several major and minor matters. Of these, the committee has selected at this time two on which it makes herewith a brief report. It is ready to turn over to any succeeding committees consideration of further items now in its hands.

1. *Library Standards*: Since this matter is to be acted upon at this meeting of the Commission, any action of this committee would be unnecessary, the matter being cared for in whatever action the Commission takes relative to Library Standards.

2. The Committee recommends:

(a) That Standard C relative to teaching load, 750 pupil periods per week, be retained as now stated. (Proceedings 1928, p. 298).

(b) That Standard I relative to teacher-pupil ratio (30:1) be retained, with the change of the wording "as based on the average number belonging" to "as based on the number enrolled October first".

(c) That the statement "The enrollment in no class should exceed 30 pupils, as the efficiency of instruction is thereby impaired"—an explanatory statement or interpretation under Standard I—be changed to read, "The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as 40 in any class may subject the school to special investigation".

J. ADAIR LYON, Chairman.

REPORT OF COMMITTEE ON REVISION OF BLANK

It is recommended by this committee that all schools whose enrollment for the preceding year is less than 200, submit their reports in detail as heretofore, upon such form as we now have, amended to accord with the standards as they may be changed.

Also, any school which has been warned or advised by the Commission, and any school applying for accrediting, must submit detailed report on this form. Further, the State Committee may require of any school, upon due notification, such detailed report.

All schools, of enrollment 200 or more, which are in "good and regular standing" shall file detailed reports every third year only, those for 1930, 1931, 1932 to be designated by the State Chairman, thereafter in regular rotation. In the other years, these schools must submit an abridged report (blank to be prepared), covering certain essential items, only, such as total enrollment, number of teachers, data concerning teachers employed in this school for the first time, etc.

J. ADAIR LYON, Chairman.
W. L. SPENCER.
S. J. MCCALLIE.
E. L. ROBINSON.
E. J. MATHEWS.

The reports of the Committee on Standards and the Committee on Revision of Blank were approved.

THURSDAY, DECEMBER 5, 1929

EVENING SESSION

The Association convened at 6:30 P. M., in the Gold Room of the Lafayette Hotel, when the officers of the Association, the members of the Commissions, and the official delegates from member institutions were guests at a banquet given by the members of the Association of Kentucky Colleges.

At the conclusion of the banquet, President Marquis opened the evening business session.

The Presidential address was given by President Marquis. This address is published in Part V.

Mr. W. L. Spencer, delegate to the North Central Association, made his report of their last annual meeting.

President W. P. Morgan, President of the North Central Association, brought greetings as fraternal delegates fom this Association.

The evening session was concluded with an address by Dr. John W. Withers, School of Education, New York University, on "The Place of the Teachers' College in Higher Education."

FRIDAY, DECEMBER 6, 1929

The Association reconvened at nine o'clock in the Memorial Chapel at the University of Kentucky, with President Marquis in the chair.

The various committee reports were made.

REPORT OF THE NOMINATING COMMITTEE

Officers of the Association

President Emeritus—Chancellor J. H. Kirkland, Vanderbilt University.
President—Dean Harry D. Campbell, Washington and Lee University.
First Vice-President—Dr. J. A. Stoddard, University of South Carolina.
Second Vice-President—Professor M. E. Ligon, University of Kentucky.
Secretary-Treasurer—President Guy E. Snavely, Birmingham-Southern College.

Executive Committee

Headmaster S. J. McCallie, The McCallie School.
Vice-President Theodore H. Jack, Emory University.
Superintendent H. M. Ivy, Meridian Public Schools.
President R. L. Marquis, North Texas State Teachers College.
President A. B. Dinwiddie, Tulane University.
President and Secretary, ex-officio.

On motion, the Secretary cast the ballot for the Association, and these nominees were declared duly elected.

Report of Committee on Resolutions

"Resolved by the Association of Colleges and Secondary Schools of the Southern States that appreciation is expressed herewith to all persons, educational institutions, newspapers, hotels, railroads, and other organizations that have contributed to our comfort, pleasure, and the progress of the work committed to us."

(Signed) S. P. BROOKS, Chairman.
W. R. SMITHEY.
J. R. MCCAIN.
E. W. SIKES.
H. L. DONOVAN.

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

It is again the sad duty of the Commission to report the loss of two distinguished members. Since the last meeting, President W. W. Guth of Goucher College, and Dr. Edward F. Buchner of Johns Hopkins University, have died. The loss of these gentlemen, so long connected with this Commission, is a serious blow to the Commission, and a source of sorrow to those who have been in such intimate association with them.

The organization of the Commission into permanent standing Committees, which was reported last year, has continued with marked and increasing effectiveness. These Committees have given many days of devoted and most intelligent labor to the work of the Commission, not only during the annual session, but also in the interval between the meetings. The thanks of the Association are due not only to these gentlemen, but to the institutions which they represent, and indeed to many officers and other employes of these institutions, as only their generous cooperation make it possible to carry on the heavy and intricate work of the Commission.

As was indicated in our last report, the Commission has been in session for three full days, instead of the usual period of two days. The additional day was most proftably spent in general discussion. The findings of the several Committees have, after adoption by the Commission, been duly transmitted to the proper authorities.

The Committee on Reports of Member Institutions undertook an unusually heavy task in examining reports from a large proportion of the member institutions. A very careful examination was made, and valuable statistical information was obtained and placed in easily available form. On the basis of this report, the Commission ordered that a number of member institutions receive admonition, and that such admonition be indicated in the Proceedings of the Association. The work of this Committee is of such vital importance that liberal extracts from its report to the Commission are herewith laid before the Association:

"The Committee is pleased to report commendable progress evidenced in the improved character of the reports submitted; in the enthusiasm, frankness, and sincerity of representatives before it; in the increased preparation of faculty members; and in the growing, intelligent appreciation of the entire college organization of its problems.

"This is the first year in which we have attempted to secure definite information as to the use of the library, the expenditure per student for educational purposes, and the participation of the faculty in the activities of learned societies or associations. In each case the general results are gratifying, and it was a surprise to your committee to learn that more than half of the members of the college faculties are active in their departmental national organizations.

"In spite of financial depression throughout the South, the general business conditions of our members show a decided improvement. New buildings of an academic and educational character are beginning to compete actively with the athletic stadium for a generous part in the yearly budgets. Salaries are on the increase, and many debts are being liquidated. However, many of our denominations are failing to give support that seems to us essential, and we are trying by constructive and kindly suggestions to stimulate aid for some of our hard pressed administrators.

"We are also especially glad to note evidences that in practically every institution there is an increasing interest in further study and many college graduates are pursuing their advanced study."

The Association should be informed to some extent of the work of one of the standing Committees which, as was anticipated, is increasing in volume and importance. Some years ago, in view of the evident tendency to the erection of junior colleges in our territory, a standing Committee was created to consider this question and give wise direction to the movement. While it has been most sympathetic in its dealing with the question as a whole and with the individual institutions, it has been very conservative in its standards and in the recognition of institutions. We believe that the existence of this Committee, and the widely recognized value of its actions has had a salutary effect throughout our territory. This Committee, as a result of its experience, is now entering on a study of the present standards of this class of institutions.

The Association is requested to authorize certain changes in wording or in content of the existing Standards of the Commision, as follows:

1. That the Standards for Teacher Training Institutions be made identical with those for Colleges of Arts and Sciences, except that two additional Standards, embracing the contents of the present Standards No. 2 and No. 12, be included.

2. Standard No. 2. Line 1, substitute the word "shall" for the word "should", strike all words after the parenthesis, and substitute therefor the

following: "with such scholastic qualitative requirements as may be deemed desirable by each institution."

Standard No. 6. Strike the last sentence.

Standard No. 10. Substitute for the entire Standard as follows: "The college should have a live, well distributed library of at least 12,000 volumes, in addition to duplicates and public documents, bearing specifically upon the subjects taught and administered by a professionally trained librarian. For a college of approximately 300 students and a minimum number of departments, there should be spent annually for the library, exclusive of the care of the building, not less than $5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in the different fields covered by the curriculum should be taken as well as those of more general cultural interest. There should be a catalogue of approved type. The library should be open not less than ten hours per school day. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. Seating capacity for at least 15% of the student body should be provided in the reading rooms. Arrangements should be made through freshman week, orientation courses, or otherwise, for students to receive instruction in the use of the library.

Standard No. 13. Strike the last sentence.

Standard No. 14. Strike all words after the word "rooms," and insert in lieu thereof the following: "and the general sanitary equipment shall be such as to secure hygienic conditions for both students and teachers."

Standard No. 16. At the last meeting of the Association, this Commission was directed to require as a condition of membership in the Association that institutions engaging in inter-collegiate athletics sustain certain relationship to recognized athletic organizations. In its endeavor to carry out these instructions, the Commission has asked a Committee of experts to advise it on the matter of organizations which it may recognize; and further asks approval of the following formulation of the Standard: "All members of this Association which engaged in inter-collegiate athletics shall also hold membership in some athletic conference or association, approved by this Association, which requires adherence to the widely recognized safeguards against abuse, such as forbidding the playing of 'Special' students, the non-migrant rule, and the one-year rule, together with the rules which experience has proved to be necessary."

Respectfully submitted,

W. D. HOOPER, Chairman.

On motion, this report was unanimously adopted by the Association.

UNFINISHED BUSINESS

Secretary Snavely, on behalf of the Executive Committee, announced the appointment of the following Standing Committee on Approval of Negro Schools:

H. M. Ivy,
Theodore H. Jack,
J. Henry Highsmith.

The following motion was made by Dr. Joseph Roemer:

"Resolved that the Association of Colleges and Secondary Schools of the Southern States heartily endorse the National Survey of Secondary Education now being launched by the Office of Education of the National Government;

pledge its every assistance to the project; and authorize the President to appoint a committee of three to represent the Association in assisting in the carrying forward of the undertaking."

The motion was passed by the Association.

INVITATIONS FOR 1930 MEETING

Invitations were extended to the Association to hold its next meeting at Macon, Georgia; Durham, North Carolina; Montgomery, Alabama, and Atlanta, Georgia.

The Executive Committee voted to hold the thirty-fifth annual meeting in Atlanta, Georgia, December 1-5, 1930.

The thirty-fourth annual meeting adjourned.

PART III.

Report of the Commission On Institutions of Higher Education

At the meeting of the Southern Association in Durham, N. C., 1916, a committee was appointed "To submit a plan at the next meeting of the Association for establishing a Commission to undertake the classification of higher institutions of learning." Professor E. A. Bechtel, Professor E. C. Brooks, Dean H. D. Campbell, Professor J. S. Stewart, and Principal J. T. Wright were appointed on this committee.

The Commission on Institutions of Higher Education was organized at the Atlanta, Georgia, meeting, 1917:

Professor Bert E. Young, Chairman; Dean H. D. Campbell, Secretary.

1918—No meeting.

1919—Louisville, Ky. Professor Bert E. Young, Chairman; Dean H. D. Campbell, Secretary.

1920—Chattanooga, Tenn. Professor Bert E. Young, Chairman; Dean H. D. Campbell, Secretary.

1921—Birmingham, Alabama. Professor Bert E. Young, Chairman; Dean H. D. Campbell, Secretary.

1922—New Orleans, Louisiana. Professor Bert E. Young, Chairman; Dean H. D. Campbell, Secretary.

1923—Richmond, Virginia. Dean H. D. Campbell, Chairman; Professor A. L. Bondurant, Secretary.

1924—Memphis, Tennessee. Dean H. D. Campbell, Chairman; Professor A. L. Bondurant, Secretary.

1925—Charleston, S. C., Dean H. D. Campbell, Chairman; Professor A. L. Bondurant, Secretary.

1926—Jackson, Mississippi. Dean H. D. Campbell, Chairman; Professor A. L. Bondurant, Secretary.

1927—Jacksonville, Florida. Professor W. D. Hooper, Chairman; Professor A. L. Bondurant, Secretary.

1928—Fort Worth, Texas. Professor W. D. Hooper, Chairman; Professor A. L. Bondurant, Secretary.

1929—Lexington, Ky. Professor W. D. Hooper, Chairman; Dean T. H. Jack, Secretary.

The Commission consists of thirty-nine persons, representing colleges and schools, members of the Association, twenty-four from the higher institutions and fifteen from the secondary schools.

OFFICERS 1929-30

Chairman: Professor W. D. Hooper, University of Georgia
Secretary: Vice-President T. H. Jack, Emory University
Council: Chairman and Secretary, ex-officio
Dean C. H. Barnwell, University of Alabama
Principal J. T. Wright, University School, Mobile, Alabama
President James R. McCain, Agnes Scott College
Professor W. J. Battle, University of Texas
Dean H. D. Campbell, Washington and Lee University.

COLLEGE MEMBERS

CLASS OF 1930

Dean C. H. Barnwell, University of Alabama
Dean A. L. Bondurant, University of Misssisippi
Dean H. D. Campbell, Washington and Lee University

President James R. McCain, Agnes Scott College
Dean W. L. Fleming, Vanderbilt University
Dean A. M. DuPre Wofford College
President O. C. Carmichael, Alabma College
President, C. J. Turck, Centre College

CLASS OF 1931

Vice-President T. H. Jack, Emory University
President D. M. Key, Millsaps College
Dean P. P. Boyd, University of Kentucky
President H. W. Chase, University of North Carolina
President R. L. Marquis, North Texas State Teachers College
Professor Clarence Graeser, College of Charleston
Professor W. H. Faulkner, University of Virginia
President H. G. Noffsinger, Virginia Intermont College

CLASS OF 1932

Dean L. T. Baker, University of South Carolina
President D. R. Anderson, Randolph-Macon Woman's College
Professor W. J. Battle, University of Texas
President A. B. Dinwiddie, Tulane University
President W. P. Few, Duke University
Professor W. D. Hooper, University of Georgia
Dean Walter Miller, University of Missouri
President John J. Tigert, University of Florida

SCHOOL MEMBERS

CLASS OF 1930

Associate Superintendent Chas. A. Brown, Birmingham, Alabama
Superintendent A. C. Flora, Columbia, South Carolina
Principal C. B. Wallace, Nashville, Tennessee
Superintendent R. H. Watkins, Laurel, Mississippi
Superintendent Kader R. Curtis, Wilson, North Carolina

CLASS OF 1931

Principal W. A. James, Galveston, Texas
Principal Jessie Muse, Atlanta, Georgia
Principal S. B. Tinsley, Louisville, Kentucky
President C. R. Endsley, Tennessee Military Institute, Sweetwater, Tennessee.
Superintendent Harry Howell, Fayetteville, North Carolina

CLASS OF 1932

Principal C. C. Henson, New Orleans, Louisiana
Principal J. T. Wright, Mobile, Alabama
Principal John H. Workman, Pensacola, Florida
President George P. Butler, Augusta, Georgia
Principal H. D. Wolff, Petersburg, Virginia

APPROVED LIST OF COLLEGES AND UNIVERSITIES OF THE ASSOCIATION, DECEMBER 5, 1929

MEMBER INSTITUTIONS

Colleges of Arts and Sciences

Agnes Scott College, Decatur, Georgia
Agricultural and Mechanical College of Texas, College Station, Texas
Agricultural and Mechanical College of Mississippi, Starkville, Misssippi
Alabama College, Montevallo, Alabama
Alabama Polytechnic Institute, Auburn, Alabama

Alabama, University of, University, Alabama
[1]Baylor College for Women, Belton, Texas
[1]Baylor University, Waco, Texas
Berea College, Berea, Kentucky
Bethany College, Bethany, West Virginia
Birmingham-Southern College, Birmingham, Alabama
Brenau College, Gainesville, Georgia
[1]Bridgewater College, Bridgewater, Virginia
Blue Mountain College, Blue Mountain, Mississippi
Carson and Newman College, Jefferson City, Tennessee
[1]Catawba College, Salisbury, North Carolina
Centenary College, Shreveport, Louisiana
Centre College, Danville, Kentucky
Charleston, The College of, Charleston, South Carolina
Chattanooga, University of, Chattanooga, Tennessee
Clemson College, Clemson, South Carolina
College of Industrial Arts, Denton, Texas
Coker College, Hartsville, South Carolina
Converse College, Spartanburg, South Carolina
Davidson College, Davidson, North Carolina
Duke University, Durham, North Carolina
[1]Elon College, Elon College, North Carolina
Emory University, Atlanta, Georgia
[1]Emory and Henry College, Emory, Virginia
Erskine College, Due West, South Carolina
Florida State College for Women, Tallahassee, Florida
Florida, University of, Gainesville, Florida
Furman University, Greenville, South Carolina
George Peabody College for Teachers, Nashville, Tennessee
Georgetown College, Georgetown, Kentucky
Georgia State College for Women, Milledgeville, Georgia
Georgia State Woman's College, Valdosta, Georgia
[2]Georgia, University of, Athens, Georgia
Goucher College, Baltimore, Maryland
Greensboro College, Greensboro, North Carolina
[1]Guilford College, Guilford, North Carolina
H. Sophie Newcomb Memorial College (vid. Tulane University)
[1]Hampden Sidney College, Hampden Sidney, Virginia
Howard College, Birmingham, Alabama
Incarnate Word College, San Antonio, Texas
Johns Hopkins University, Baltimore, Maryland
Judson College, Marion, Alabama
Kentucky, University of, Lexington, Kentucky
[1]Lenoir Rhyne College, Hickory, North Carolina
Limestone College, Gaffney, South Carolina
Louisiana College, Pineville, Louisiana
Louisiana Polytechnic Institute, Ruston, Louisiana
Louisiana State University, Baton Rouge, Louisiana
[2]Louisville, University of, Louisville, Kentucky
Loyola University, New Orleans, Louisiana

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[1] Not now fully meeting one or more of the Standards, but continued on the approved list pending the removal of deficiencies.

[2] Not now fully meeting Standard Number 18.

(Since the action indicated in Note 2 was taken, official information has been received by the Executive Committee of the Association that the law school of the University of Georgia has been placed on the approved list of the American Bar Association.—The Executive Committee).

[1]Lynchburg College, Lynchburg, Virginia
Marshall College, Huntington, West Virginia
Maryville College, Maryville, Tennessee
Mercer University, Macon, Georgia
Meredith College, Raleigh, North Carolina
Millsaps College, Jackson, Mississippi
Mississippi College, Clinton, Mississippi
Mississippi State College for Women, Columbus, Mississippi
[2]Mississippi, University of, Oxford, Mississippi
Mississippi Woman's College, Hattiesburg, Mississippi
Missouri, University of, Columbia, Missouri
North Carolina College for Women, Greensboro, North Carolina
North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina
North Carolina, University of, Chapel Hill, North Carolina
Our Lady of the Lake College, San Antonio, Texas
[1]Presbyterian College, Clinton, South Carolina
Randolph-Macon College, Ashland, Virginia
Randolph-Macon Woman's College, Lynchburg, Virginia
Rice Institute, Houston, Texas
Richmond, University of, Richmond, Virginia
Roanoke College, Roanoke, Virginia
Rollins College, Winter Park, Florida
Salem College, Winston-Salem, North Carolina
Shorter College, Rome, Georgia
[1]Simmons University, Abilene, Texas
South Carolina, University of, Columbia, South Carolina
Southern Methodist University, Dallas, Texas
Southwestern Louisiana Institute, Lafayette, Louisiana
[1]Southwestern, Memphis, Tennessee
[1]Southwestern University, Georgetown, Texas
Spring Hill College, Spring Hill, Alabama
[1]Sweet Briar College, Sweet Briar, Virginia
Tennessee, University of, Knoxville, Tennessee
Texas Christian University, Fort Worth, Texas
Texas Technological College, Lubbock, Texas
Texas, University of, Austin, Texas
The Citadel, Charleston, South Carolina
[1]Transylvania University, Lexington, Kentucky
Trinity University, Waxahachie, Texas
Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana
Tusculum College, Greenville, Tennessee
University of the South, Sewanee, Tennessee
[2]Vanderbilt University, Nashville, Tennessee
Virginia, University of, Charlottesville, Virginia
Virginia Military Institute, Lexington, Virginia
Virginia Polytechnic Institute, Blacksburg, Virginia
Wake Forest College, Wake Forest, North Carolina

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[1] Not now fully meeting one or more of the Standards, but continued on the approved list pending the removal of deficiencies.

[2] Not now fully meeting Standard Number 18.

(Since the action indicated in Note 2 was taken, official information has been received by the Executive Committee of the Association that the law schools of the University of Mississippi and Vanderbilt University, have been admitted to membership in the Association of American Law Schools.—The Executive Committee.)

Washington and Lee University, Lexington, Virginia
Wesleyan College, Macon, Georgia
West Virginia University, Morgantown, West Virginia
William and Mary College, Williamsburg, Virginia
Winthrop College, Rock Hill, South Carolina
Wofford College, Spartanburg, South Carolina
Woman's College of Alabama, Montgomery, Alabama

Teacher Training Colleges

East Carolina Teachers College, Greenville, North Carolina
East Radford State Teachers College, East Radford, Virginia
East Tennessee State Teachers College, Johnson City, Tennessee
East Texas State Teachers College, Commerce, Texas
Eastern Kentucky State Teachers College, Richmond, Kentucky
Georgia State Teachers College, Athens, Georgia
Middle Tennessee State Teachers College, Murfreesboro, Tennessee
Murray State Teachers College, Murray, Kentucky
North Texas State Teachers College, Denton, Texas
Sam Houston State Teachers College, Huntsville, Texas
South Texas State Teachers College, Kingsville, Texas
South-West Texas State Teachers College, San Marcos, Texas
State Normal College, Natchitoches, Louisiana
State Teachers College, Farmville, Virginia
State Teachers College, Harrisonburg, Virginia
State Teachers College, Hattiesburg, Mississippi
Stephen F. Austin State Teachers College, Nagodoches, Texas
Sul Ross State Teachers College, Alpine, Texas
Western Kentucky State Teachers College, Bowling Green, Kentucky
West Tennessee State Teachers College, Memphis, Tennessee
West Texas Teachers College, Canyon, Texas

Junior Colleges

Andrew College, Cuthbert, Georgia
Averett College, Danville, Virginia
Berry College, Mount Berry, Georgia
Bethel Woman's College, Hopkinsville, Kentucky
Gulf Park College, Gulfport, Mississippi
Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi
Hinds Junior College, Raymond, Mississippi
Hiwassee College, Madisonville, Tennessee
John Tarleton Agricultural College, Stephenville, Texas
Junior College of Augusta, Augusta, Georgia
Lon Morris College, Jacksonville, Texas
Marion Institute, Marion, Alabama
Mars Hill College, Mars Hill, North Carolina
Nashville Agricultural Normal Institute, Madison, Tennessee
Nazareth Junior College, Nazareth, Kentucky
Pearl River College, Poplarville, Mississippi
South Park College, Beaumont, Texas
St. Mary's School, Raleigh, North Carolina
Sullins College, Bristol, Virginia
Tennessee Wesleyan College, Athens, Tennessee
Virginia Intermont College, Bristol, Virginia
Ward-Belmont, Nashville, Tennessee
Whitworth College, Brookhaven, Mississippi

The Commission on Institutions of Higher Education met in the Lafayette Hotel, Lexington, Kentucky, on Monday, December 2, 1929, and was in session from time to time until Thursday, December 5. The Chairman of the Commission, Professor W. D. Hooper, presided and the following members were in attendance: Dean L. T. Baker, President D. R. Anderson, Professor W. J. Battle, President A. B. Dinwiddie, President W. P. Few, Professor W. D. Hooper, Dean C. H. Barnwell, Dean A. L. Bondurant, Dean H. D. Campbell, President J. R. McCain, Dean A. M. DuPré Vice-President Theodore H. Jack, President D. M. Key, Dean P. P. Boyd, President R. L. Marquis, Professor C. A. Graeser, Professor W. H. Faulkner, President H. G. Noffsinger, Principal C. C. Henson, Principal J. T. Wright, Principal J. H. Workman, President G. P. Butler, Principal H. D. Wolff, Associate Superintendent C. A. Brown, Superintendent A. C. Flora, Superintendent R. H. Watkins, Superintendent K. R. Curtis, Principal W. A. James, President C. R. Endsley. Mr. T. J. Wilson, Jr., was invited to sit with the Commission as the representative of President H. W. Chase.

MEMORIALS

Appropriate resolutions on the death of President W. W. Guth and of Professor E. F. Buchner, long members of the Commission, were presented and adopted by a rising vote.

The Chairman of the Commission made a brief statement concerning the work of the officers and committees of the Commission since the 1928 meeting.

COMMITTEE ON TRIENNIAL REPORTS

President McCain, for the Standing Committee on Triennial Reports from arts and science colleges, made a detailed statement on the work of that committee, presenting an analytical study of the reports of the colleges examined in 1929. The Committee presented the following recommendations as to the meaning and interpretation of Standard Number 9, Support:

1. Endowment shall be considered only productive invested funds, the principal of which is not to be used, only the income being available for current purposes.
2. The following are not to be considered as productive endowment:
   a. Pledges or subscriptions.
   b. Open unsecured, single name, or estate notes.
   c. College property that is dependent on the operation of the institution for its chief income or value.
   d. Bonds, or notes, or pledges of responsible supporting organizations, except as specified below.
   e. Real estate, unless appraised regarding values by impartial realtors, and unless it brings in revenue on a business basis, with allowance for taxes, upkeep, and depreciation.
   f. Securities that have been unproductive for as many as five consecutive years.
   g. Funds subject to annuities.
3. All debts are to be deducted from the listed endowment and the amount available for report to this Association will be the remainder after the deduction.
4. Five Hundred Thousand ($500,000.00) Dollars is the minimum endowment for an institution that is not tax supported. This amount is supposed to cover an institution for two hundred (200) students, or less.
5. In the case of church supported schools, as much as two hundred thousand ($200,000.00) dollars of endowment may be waived, if the institu-

tion receives regular appropriations of $10,000.00 or more (fully paid each year) from the church budget.

6. In every case an official audit or printed treasurer's report showing details of endowment investment and income from all sources is to be submitted by every institution.

These recommendations of the committee were adopted by the Commission.

COMMITTEE ON TEACHER TRAINING COLLEGES

The report of the Standing Committee on Teacher Training Colleges was presented by Dean L. T. Baker; and on the recommendation of that committee the Commission voted that hereafter the standards for teachers colleges shall be the same as for arts and science colleges, with the following additional requirements:

1. Requirements for Graduation. (a) The college shall require for the general arts and science degrees and for the bachelor's degree in education the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further qualitative requirements adapted by each institution to its condition.
   (b) Not more than one-fourth of the credits required for graduation should represent professional subjects.
   (c) All subjects offered for degrees in four year courses for general or professional degrees shall be of collegiate grade.

2. Practice Teaching and Observation. The college shall provide adequate facilities for practice teaching and observation.

THE NON-MEMBER LIST

The question of the continuance of the four-year non-member list was seriously considered by the Commission. On motion a committee consisting of Mr. Wilson, President Dinwiddie, and President Endsley was appointed to confer with a similar committee from the Commission on Secondary Schools, and after a report was made to the Commission by this committee, the Commission voted:

1. That no new names be added to the list after the meeting in 1930, and,

2. That it was the sense of the Commission that the list should be discontinued in 1931, but that the question be taken up for final action at the meeting of the Commission in 1930.

THE LIBRARY STANDARD

By resolution of the Commission in 1928 a committee, consisting of President Anderson, Vice-President Jack, and Mr. D. Burnet, was appointed after the meeting in 1928 to propose a revision of Standard Number 9: Library. The report presented by the Committee was discussed in detail by the Commission and by the Committee on Standards and, after revision, the Commission voted to present to the Association for its adoption the following as a substitute for the existing standard on the library:

The college should have a live, well-distributed library of at least 12,000 volumes, in addition to duplicates and public documents, bearing specifically upon the subjects taught and administered by a professionally trained librarian. For a college of approximately 300 students and a minimum number of departments, there should be spent annually for the library exclusive of the care of the building not less than $5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in the different fields covered by the curriculum should be taken as well as those of more general cultural interest. There should be a catalogue of approved type. The library should be open not less than 10 hours per school day. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. Seating capacity for at least 15% of the student body should be provided in the reading rooms. Arrangements should be made through freshman week, orientation courses, or otherwise for students to receive instruction in the use of the library.

The Commission voted, with reference to the proposed library standard, that:

It is the judgment of the Commission that members of the Association not now meeting the revised library standard should be allowed a reasonable amount of time to meet the standard, provided they show improvement from year to year. Colleges applying for membership in 1930 and thereafter should be required to meet the new standard before admission.

COMMITTEE ON STANDARDS

The Committee on Standards, to which had been referred all proposals for changes in the standards for colleges, presented the following report:

1. It is the sense of the Committee that our present Standard No. 1 permits the combination of the highest grade of the Junior High School with the three grades of the Senior High School to complete a four-year course, giving a credit of fifteen units.
2. It is recommended that the present Standard No. 2 be amended to read: Requirements for Graduation. The college shall demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with such scholastic qualitative requirements as may be deemed desirable by each institution.
3. With reference to Standard No. 3, it is the interpretation of this Committee that colleges organized and prepared to give only four years of undergraduate courses should not be permitted to grant graduate degrees or to offer graduate work.
4. It is recommended that the present Standard No. 5 be amended to read: Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be that represented by three full years of co-ordinated graduate work in an institution of recognized standing, in the field in which he is to teach; or should represent a corresponding professional or technical training.
5. It is recommended that the present Standard No. 6 be amended to read: Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000 for nine months.
6. It is recommended that the present Standard No. 13 be amended to read: Proportion of Regular College Students to the Whole Student Body.

At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science.

7. It is recommended that the present Standard No. 14 be amended to read: General Statement concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, and the general sanitary equipment shall be such as to insure hygienic conditions for both students and teachers.

8. With reference to Standard No. 18, it is recommended that the Committee on reports of member institutions allow institutions which have professional or technical schools not approved by national agencies a reasonable amount of time to re-organize their schools and receive recognition; but that in considering new applications the Standard be strictly enforced.

9. In cases in which the examining committee believes that the co-ordinate college may have lower standards than the institution with which it is co-ordinated, the committee should require a separate report.

Each item in the Committee's report was considered and accepted by the Commission; and those providing for changes in the Standards were transmitted to the Association, in accordance with the Constitution, for its action.

THE BACHELOR OF MUSIC DEGREE

Dean N. W. Walker, chairman of the committee appointed by the Commission to report on the bachelor of music degree, presented the following report:

The special committee appointed to study and to report to you on the Bachelor of Music Degree is composed of the following members:

N. W. Walker, University of North Carolina, Chairman.
President D. R. Anderson, Randolph-Macon Woman's College.
Dr. W. J. Battle, University of Texas.
Dr. Walter Miller, University of Missouri.
Dean C. H. Barnwell, University of Alabama.

The committee met last evening (December 2nd) at the Lafayette Hotel, with the following members present—Messrs. Anderson, Barnwell and Walker—and unanimously approved the recommendations embodied in this report.

Because of current misconceptions of the purpose for which this committee was appointed, it seems advisable, before stating in positive terms the specific task it has undertaken, to state some of the things it was not requested to do as well as some of the problems it was not expected to solve.

In the first place, the committee was not appointed for the purpose of condemning either the Bachelor of Music Degree or member institutions awarding this degree.

It was not asked to work out a set of standards, nor to define units of credit in music, nor to specify the contents of the curriculum leading to this degree. Nor was it the task of the committee to say which member institutions now awarding the Bachelor of Music Degree are prepared and equipped to administer the curriculum leading to this degree and which are not.

Our committee was appointed, as we understand, to study the Bachelor of Music Degree and to bring in a report that would help the Commission on Institutions of Higher Education to clarify its own thinking on two questions: (1) What does the Bachelor of Music Degree stand for, or what should it stand for? and (2) what should be the policy of this commission and of the Association in dealing with institutions—whether member institutions or institutions applying for membership—that award this degree?

Hitherto, neither this commission nor the Association, it would seem, has made up its mind on these two questions.

In its effort to arrive at intelligent answers to these two questions we have had the co-operation and the assistance of a number of College Presidents, directors of music, and two national organizations—the National Association of Schools of Music, and the National Bureau for the Advancement of Music—that are studying the problems of music education on a Nation-wide scale. We are not undertaking to present in this report the vast amount of data we have collected on this subject, nor to give even a resume of the scores of valuable opinions and suggestions that have been offered and considered.

The Bachelor of Music Degree, as a degree, is not to be condemned. It is a good degree when the curriculum leading to it has been intelligently formulated and properly administered. There are 147 institutions in the United States that award this degree, 31 of which are in the territory of this Association, but not all of which are member institutions. There are unquestionably member institutions of this Association that are awarding entirely worthy Bachelor of Music degrees, whereas there are other member institutions which ought, it would seem, either to abandon this degree or to strengthen the facilities of their departments of music or schools of music if they are to continue to award this degree. The curriculum leading to the Bachelor of Music degree must not be a haven of refuge for the so-called "lame ducks."

College music courses should be considered and treated from two standpoints. We may first consider music courses as parts of a cultural program, let's say, in the college of Liberal Arts. Here they may be set up as Majors, Minors, or free electives, in curricula or programs leading to such degrees as A.B., B.S., A.B., in Music, or B.S. in Music. Here they are on a par with other cultural elements in such curricula or programs and are of course subject to the same administrative procedures and regulations as are the other cultural subjects. That is to say, they are not highly specialized or professional in their aims. But on the other hand, the professional curriculum which leads to the Bachelor of Music degree is highly specialized and is designed specially for the training of musicians. It is the opinion of the committee that this clear line of distinction is a fundamental one and that it should be sharply drawn. When once this is done, the question of policy is then determined, for a principle is established which under-cuts all other questions that have been raised in connection with the Bachelor of Music Degree.

The definition and contents of courses, the curriculum and plan of work leading to the Bachelor of Music degree, and the standards of proficiency to be recognized and applied are all beyond the task this committee has assumed. Were we called upon for suggestions as to what these should be, we would respectfully refer your commission to the standards now tentatively formulated by the National Association of Schools of Music as no doubt the best available, although, for the reasons given above, we are not in a position to recommend these for adoption at this time.

The committee was thanked for its valuable report and continued, with the request that it prepare an additional report on standards for presentation next year. It was voted that the Commission interprets the degree of bachelor of music as a professional degree.

Athletic Control

The Commission, on motion, re-affirmed its action on athletic control taken at the 1928 meeting, namely, that all institutions which are members of this Association and engage in inter-collegiate athletics must also hold membership in some athletic conference or association, approved by this Association, which requires adherence to the widely recognized safeguards against abuse, such as forbidding the playing of "special" students, the non-migrant rule, and the one-year rule, together with other rules which experience has proved to be necessary.

President McCain, chairman of the Committee on Triennial Reports from arts and science colleges, presented the following report to the Commission:

Report on Triennial Reports 1929

Your committe has had before it fifty-three complete reports from member institutions (four-year arts and science colleges), as follows: Agnes Scott College, University of Alabama, Baylor University, Blue Mountain College, Carson and Newman College, Catawba College, Centre College, College of Charleston, University of Chattanooga, Clemson Agricultural College, Converse College, Davidson College, Duke University, Emory University, Florida State College for Women, University of Florida, George Peabody College for Teachers, Georgia School of Technology, University of Georgia, Goucher College, University of Kentucky, Lenoir Rhyne College, Limestone College, Louisiana Polytechnic Institute, Louisiana State University, University of Louisville, Lynchburg College, Mercer University, Millsaps College, University of Mississippi, North Carolina State College of Agriculture and Engineering, University of North Carolina, Randolph-Macon College, Randolph-Macon Woman's College, Rice Institute, University of Richmond, Rollins College, Simmons University, University of South Carolina, Southwestern, Southwestern University, University of Texas, Texas Technological College, University of Tennessee, The Citadel, Transylvania University, Tulane University, University of the South, Vanderbilt University, University of Virginia, Washington and Lee University, West Virginia University, and Woman's College of Alabama.

There have also come into our hands supplementary reports from last year on vital points from twenty others, as follows: Baylor College for Women, Bridgewater College, Centenary College, Elon College, Emory and Henry College, Erskine College, Georgia State Collge for Women, Greensboro College, Guilford College, Hampden-Sidney College, Louisiana College, Marshall College, Mississippi Woman's College, Presbyterian College, Shorter College, Southwestern Louisiana Institute, Sweet Briar College, Trinity University, Tusculum College, and Virginia Military Institute.

These seventy-three institutions represent a little more than two-thirds of our regular college membership, and the task of examining them has been far greater than in previous years. This work has been accentuated by the more detailed character of the new blank; but the latter has been of great help in presenting better than ever before the real educational and financial progress of our members. Since we had before us such a large and representative group of papers we tried to check over some thirty-two important items of the records so as to establish averages or norms which may be of service in checking for the future. Subject to error on account of vagueness and incomplete records in a few cases, the findings are presented as a supplement to this report.

We find that twenty-two of the institutions examined seem to be in a very serious condition in one or more respects, and these are referred to the Executive Council of the Commission for action.

Six other institutions need prompt and effective remedies, but the conditions are either so new or so near solution that we are not referring the matters to the Council.

In the case of twenty-nine other members, we are asking for further information or giving minor criticisms that will call for supplementary reports next year.

Sixteen others either have no criticisms or these are of such small import that additional reports will not be needed.

The Committee is pleased to report commendable progress evidenced in the improved character of the reports submitted; in the enthusiasm, frankness, and sincerity of representatives coming before it; in the increased preparation of faculty members; and in the growing, intelligent appreciation of the entire college organization and of its problems.

This is the first year in which we have attempted to secure definite information as to the use of the library, the expenditure per student for educational purposes, and the participation of the faculty in the activities of learned societies or associations. In each case the general results are gratifying, and it was a surprise to your committee to learn that more than half of the members of the college faculties are active in their departmental, national organizations.

In spite of financial depression throughout the South, the general business conditions of our members show a decided improvement. New buildings of an academic and educational character are beginning to compete actively with the athletic stadiums for a generous part in the yearly budgets. Salaries are on the increase, and many debts are being liquidated. However, many of our denominations are failing to give support that seems to us essential, and we are trying by constructive and kindly suggestions to stimulate aid for some of our hard-pressed administrators.

We are also especially glad to note evidences that in practically every institution there is an increasing interest in further study and many college graduates are pursuing their advanced studies.

W. P. FEW
A. L. BONDURANT
A. M. DuPRE
C. A. BROWN
R. H. WATKINS
J. R. McCAIN, Chairman.

Teacher Training Colleges

Dean L. T. Baker submitted the report of the Committee on Teacher Training Colleges and the officers were instructed to transmit the criticisms and suggestions to the institutions concerned.

Junior Colleges

Professor W. J. Battle submitted the report of the Committee on Junior Colleges.

Nominations For Membership

On the recommendation of the appropriate committees and following the approval of the Executive Council, the Commission voted to accept the applications of the following colleges of arts and science, teacher training colleges, and junior colleges, and to present their names to the Executive Committee of the Association for nomination to the Association for membership:

Colleges of Arts and Science

Brenau College, Gainesville, Georgia.
Georgia State Woman's College, Valdosta, Georgia.
Loyola University, New Orleans, Louisiana.

Teacher Training Colleges

State Teachers College, Hattiesburg, Mississippi.
Sul Ross State Teachers College, Alpine, Texas.

Junior Colleges

Berry College, Mt. Berry, Georgia.
Nazareth Junior College, Nazareth, Kentucky.
Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi.
Pearl River College, Poplarville, Mississippi.
Nashville Agricultural Normal Institute, Madison, Tennessee.
South Park College, Beaumont, Texas.

On the recommendation of the Committee on Non-Member Colleges and with the approval of the Executive Council, the Commission voted to add Flora Macdonald College, Red Springs, North Carolina, and Mary Baldwin College, Staunton, Virginia, to that list and to continue on the list for one year the colleges named in an appendix to the report of the Commission.

The High School Quarterly

The Commission voted to request the Executive Committee of the Association to put in the budget an item providing for a subscription to The High School Quarterly for each institution of higher education holding membership in the Association.

Visitors

During the meetings of the Commission a number of visitors were introduced, including Dr. Bert E. Young, of Indiana University, formerly Chairman of the Commission, Professor C. H. Judd, of the University of Chicago, and President W. P. Morgan, of Western Illinois State Teachers College, the fraternal delegate from the North Central Association of Colleges and Secondary Schools.

Election of Officers and Members of the Commission

The report of the committee on nominations was presented by the chairman, Dean H. D. Campbell, and the report was accepted. The names of the officers, members of the Executive Council, and new members of the Commission for 1929-1930 appear in the roster of the Commission at the beginning of this Part of the Proceedings. In addition to the former members of the Commission re-nominated and elected, President O. C. Carmichael, Alabama College, and President C. J. Turck, Centre College, were elected to membership on the Commission to fill the places of President W. W. Guth, deceased, and Professor E. F. Buchner, deceased.

Standing Committees

The chairman announced the personnel of the standing committees as follows:

Triennial Reports, arts and science colleges: President McCain, President Few, Superintendent Brown, Superintendent Watkins, Dean DuPre, Dean Bondurant, President Turck.

Teacher Training Colleges: Dean Baker, Superintendent Curtis, Dean Boyd, President Marquis, President Carmichael.

New Members: Dean Barnwell, Dean Fleming, President Anderson, Professor Graeser, Principal Muse.

Junior Colleges:

1930

Professor Battle, Dean Miller, President Butler.

1931

President Noffsinger, Principal Henson, Principal James.

1932

President Key, Principal Wright, Professor Faulkner.

Standards: Professor Hooper, President Dinwiddie, Dean Baker, Dean Miller, President Few, President Chase, Dean Campbell, Vice-President Jack.

THEODORE H. JACK,
Secretary of the Commission on
Institutions of Higher Education.

LIST OF FOUR-YEAR NON-MEMBER COLLEGES

The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. They are informed by resolution passed by the Commission that the inclusion of their names on the Non-Member list from which teachers may be drawn shall not be a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by this Association.

Alabama

Athens College, Athens

Florida

Southern College, Lakeland
John B. Stetson University, De Land

Georgia

Bessie Tift College, Forsyth
LaGrange College, LaGrange
Piedmont College, Demorest

Kentucky

Asbury College, Wilmore
Kentucky Wesleyan College, Winchester
Morehead State Teachers College, Morehead

Mississippi

Belhaven College, Jackson
Delta State Teachers College, Cleveland
Grenada College, Grenada

North Carolina

Flora Macdonald College, Red Springs
Queens College, Charlotte

South Carolina

Chicora College, Columbia
Columbia College, Columbia
Greenville Woman's College, Greenville
Lander College, Greenwood
Newberry College, Newberry

Tennessee

Lincoln Memorial University, Harrogate
Milligan College, Milligan College
Tennessee College, Murfreesboro
Union University, Jackson

Texas

Abilene Christian College, Abilene
Austin College, Sherman
Howard Payne College, Brownwood
Texas Woman's College, Fort Worth

Virginia

Hollins College, Hollins
Mary Baldwin College, Staunton
State Teachers College, Fredericksburg

PART IV.

Report of the Commission on Secondary Schools

By

JOSEPH ROEMER

DIVISION I

COMMISSION ON SECONDARY SCHOOLS 1929-30

Officers

Chairman: J. C. Harwood, Director of High Schools, Richmond, Va.
Vice-Chairman: E. J. Mathews, University of Texas, Austin, Texas.
Secretary: Joseph Roemer, University of Florida, Gainesville, Fla.

MEMBERS

Alabama

W. L. Spencer, Chairman, Director of Secondary Education, Montgtomery.
Gladstone Yeuell, Professor Secondary Education, University of Alabama, Tuscaloosa.
John C. Dawson, President, Howard College, Birmingham.
W. P. Tiller, Principal, Morgan County High School, Hartselle.
J. M. Malone, Principal, Simpson School, Birmingham.

Florida

Joseph Roemer, Chairman, Professor Secondary Education, University of Florida, Gainesville.
M. R. Hinson, State Supervisor of High Schools, Tallahassee.
Edward Conradi, President, Florida State College for Women, Tallahassee.
E. L. Robinson, Director of High Schools, Tampa.
Father Jerome, Pryor, St. Leo Abbey, St. Leo.

Georgia

J. S. Stewart, Chairman, Professor of Secondary Education, University of Georgia, Athens.
E. A. Pound, State High School Supervisor, Atlanta.
Goodrich C. White, Dean, Emory University, Atlanta.
Ormond B. Strong, Superintendent, Savannah.
J. C. Woodward, Superintendent, Georgia Military Academy, College Park.

Kentucky

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington.
Mark Godman, Supervisor of High Schools, Frankfort.
T. A. Hendricks, Dean, College Liberal Arts, Berea College, Berea, Ky.
J. O. Lewis, Principal, Owensboro High School, Owensboro.
Juliet J. Poynter, Associate Principal, Science Hill School, Shelbyville.

Louisiana

C. F. Trudeau, Chairman, State High School Inspector, Baton Rouge.
H. L. Garrett, Louisiana State University, Baton Rouge.
J. A. Lyon, Newcomb College, Tulane University, New Orleans.
S. M. Brame, Principal, Bolton High School, Alexandria.
Father P. A. Roy, Principal, Jesuit High School, New Orleans.

Mississippi

S. B. Hathorn, State Supervisor of Secondary Education, Jackson.
O. A. Shaw, Dean, University of Mississippi, University.
J. R. Lin, Millsaps College, Jackson.
H. B. Heidelberg, Superintendent, Clarksdale.
J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport.

North Carolina

J. H. Highsmith, Chairman, State High School Supervisor, Raleigh.
Holland Holton, Duke University, Durham.
L. R. Johnston, Principal, High Point High School.
N. W. Walker, Dean, University of North Carolina, Chapel Hill.
T. O. Wright, Oak Ridge Institute, Oak Ridge.

South Carolina

J. A. Stoddard, Chairman, Professor of Secondary Education, University of South Carolina, Columbia.
R. H. Coleman, College of Charleston, Charleston.
W. E. Black, Superintendent, Greenwood.
J. M. Daniel, State High School Inspector, Columbia.
J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood.

Tennessee

W. A. Bass, Chairman, State High School Supervisor, Nashville.
A. D. Mueller, University of Tennessee, Knoxville, Tennessee.
S. J. McCallie, Headmaster, The McCallie School, Chattanooga.
Frank F. Hooper, University of Chattanooga, Chattanooga.
C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville.

Texas

A. M. Blackman, Chairman, Chief High School Supervisor, Austin.
E. J. Mathews, Registrar, University of Texas, Austin.
R. W. Tinsley, Southwestern University, Georgetown.
R. L. Paschal, Principal, Central High School, Fort Worth.
W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio.

Virginia

W. R. Smithey, Chairman, Professor of Secondary Education, University of Virginia, University.
R. E. Blackwell, President, Randolph-Macon College, Ashland.
J. C. Harwood, Director of High Schools, Richmond.
W. R. Phelps, Principal, Randolph-Macon Academy, Bedford.
D. W. Peters, State Supervisor of Secondary Education, Richmond.

CLASS OF 1929-30

J. M. Daniel, State School Inspector, Columbia, South Carolina.
A. D. Mueller, Professor Secondary Education, University of Tennessee, Knoxville, Tennessee.
A. M. Blackman, Chief High School Inspector, Austin, Texas.
O. A. Shaw, Dean, University of Mississippi, University, Miss.
J. H. Highsmith, State High School Supervisor, Raleigh.
J. A. Stoddard, Professor of Secondary Education, University of South Carolina.
W. A. Bass, State High School Inspector, Nashville, Tenn.
E. J. Mathews, Assistant Dean, University of Texas, Austin.
Edward Conradi, President, Florida State College for Women, Tallahassee.

J. O. Lewis, Principal, Owensboro, Kentucky.

L. R. Johnston, High Point High School, High Point, N. C.

Jos. Roemer, Professor of Secondary Education, University of Florida, Gainesville, Florida.

W. R. Smithey, Professor of Secondary Education, University of Virginia, Charlottesville, Virginia.

CLASS OF 1930-31

J. M. Malone, Simpson School, Birmingham, Ala.

Father Jerome, Pryor, St. Leo Abbey, St. Leo, Florida.

J. C. Woodward, Superintendent, Georgia Military Academy, College Park, Georgia.

Miss Julia Poynter, Principal, Science Hill High School, Shelbyville, Ky.

Father P. A. Roy, Principal, Jesuit High School, New Orleans, La.

J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport, Mississippi.

T. O. Wright, President, Oak Ridge Institute, Oak Ridge, N. C.

J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood, S. C.

C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville, Tenn.

W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio, Texas.

W. R. Phelps, Principal, Randolph-Macon Academy, Bedford, Va.

D. W. Peters, State Supervisor of Secondary Education, Richmond, Va.

CLASS OF 1931-32

E. L. Robinson, Director of High Schools, Tampa, Fla.

G. C. White, Dean of the College, Emory University, Georgia.

J. A. Lyon, Newcomb College, Tulane University, New Orleans, La.

J. R. Lin, Professor, Millsaps College, Jackson, Miss.

R. H. Coleman, Professor, College of Charleston, Charleston, S. C.

S. J. McCallie, Headmaster, The McCallie School, Chattanooga, Tenn.

R. E. Blackwell, President, Randolph-Macon College, Ashland, Va.

W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Ala.

M. R. Hinson, State High School Inspector, Tallahassee, Fla.

E. A. Pound, State High School Supervisor, Atlanta, Ga.

Mark Godman, State Supervisor of High Schools, Lexington, Ky.

C. F. Trudeau, State High School Inspector, Baton Rouge, La.

R. L. Paschal, Principal, Central High School, Fort Worth, Texas.

W. P. Tiller, Principal, Morgan County High School, Hartselle, Ala.

Dr. Holland Holton, Duke University, Durham, N. C.

CLASS OF 1932-33

Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Ala.

J. S. Stewart, Professor of Secondary Education, University of Georgia, Athens, Georgia.

M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Kentucky.

H. L. Garrett, Professor, Louisiana State University, Baton Rouge, La.

J. C. Dawson, President, Howard College, Birmingham, Ala.

Ormond B. Strong, Superintendent, Savannah, Georgia.

T. A. Hendricks, Dean, College of Liberal Arts, Berea College, Berea, Ky.

S. M. Brame, Principal, Alexandria, Louisiana.

H. B. Heidelberg, Superintendent, Clarksdale, Miss.

W. E. Black, Superintendent, Greenwood, South Carolina.

Frank F. Hooper, Professor, University of Chattanooga, Chattanooga, Tenn.

R. W. Tinsley, Southwestern University, Georgetown, Texas.

J. C. Harwood, Principal, Richmond, Virginia.

S. B. Hathorn, Supervisor of High Schools, Jackson, Mississippi.

N. W. Walker, Dean, University of North Carolina, Chapel Hill, N. C.

DIVISION II

HISTORY OF THE MEETINGS OF THE COMMISSION

1. Created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911.
2. Organized at Nashville, Tennessee, April, 1912. Joseph S. Stewart, Chairman; Bert E. Young, Secretary.
3. First annual meeting held at Spartanburg, South Carolina, November, 1912. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
4. Called meeting held at Richmond, Virginia, April, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
5. Second annual meeting held at Knoxville, Tennessee, November, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
6. Third annual meeting held at Charlottesville, Virginia, October, 1914, Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
7. Fourth annual meeting held at Nashville, Tennessee, October, 1915. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
8. Fifth annual meeting held at Durham, North Carolina, November 13-17, 1916. R. E. Blackwell, Chairman; B. W. Torreyson, Secretary.
9. Sixth annual meeting held at Atlanta, Georgia, November, 1917. W. H. Hand, Chairman; Harry Clark, Secretary.
10. Seventh annual meeting held at Nashville, Tennessee, November, 1918. McHenry Rhoades, Chairman; Harry Clark, Secretary.
11. Eighth annual meeting held at Louisville, Kentucky, December, 1919. L. L. Friend, Chairman; Harry Clark, Secretary.
12. Ninth annual meeting held at Chattanooga Tennessee, December, 1920. A. B. Hill, Chairman; Harry Clark, Secretary.
13. Tenth annual meeting held in Birmingham, Alabama, November 29 and 30, 1921. C. A. Ives, Chairman; A. B. Hill, Secretary.
14. Eleventh annual meeting held in New Orleans, Louisiana, December 5 and 6, 1922. C. A. Ives, Chairman; Jos. Roemer, Secretary.
15. Twelfth annual meeting held in Richmond, Virginia, December 4 and 5, 1923. C. A. Ives, Chairman; Joseph Roemer, Secretary.
16. Thirteenth annual meeting held in Memphis, Tennessee, December 2 and 3, 1924. N. W. Walker, Chairman; Jos. Roemer, Secretary.
17. Fourteenth annual meeting held in Charleston, South Carolina, December 1 and 2, 1925. H. B. Heidelberg, Chairman; Joseph Roemer, Secretary.
18. Fifteenth annual meeting held in Jackson, Mississippi, November 30 and December 1, 1926. W. L. Spencer, Chairman; Joseph Roemer, Secretary.
19. Sixteenth annual meeting held in Jacksonville, Florida, November 29 and 30, 1927. J. A. Lyon, Chairman; Joseph Roemer, Secretary.
20. Seventeenth annual meeting held in Fort Worth, Texas, December 4 and 5, 1928. J. S. Stoddard, Chairman; Joseph Roemer, Secretary.
21. Eighteenth annual meeting held in Lexington, Kentucky, December 3 and 4, 1929. E. J. Mathews, Chairman; Joseph Roemer, Secretary.

TABLE I

Summary of Secondary Schools Accredited by the Commission 1929-30

	Ala.	Fla.	Ga.	Ky.	La.	Miss.	N.C.	S.C.	Tenn	Tex	Va.	Total
No. Old Schools	66	102	100	109	93	55	92	57	81	191	80	1026
No. Old Schools Applying	64	102	100	108	93	55	89	57	79	189	80	1016
No. Accr. but Advised	29	26	44	22	37	13	59	27	21	63	43	384
No. Accr. but Warned	6	6	34	23	9	5	4	4	15	5	11	122
No. Schools Dropped	2	0	2	4	0	0	3	0	2	2	0	15
No. Accredited Without Comment	29	70	20	60	47	37	26	26	45	121	26	507
No. Old Schools Accredited	64	102	98	105	93	55	89	57	79	189	80	1011
No. New Schools Applying	8	11	10	13	8	9	10	0	6	28	18	121
No. New Schools Accr.	3	7	7	13	8	9	6	0	6	18	17	94
No. Old Schools Accredited	64	102	98	105	93	55	89	57	79	189	80	1011
No. New Schools Accr.	3	7	7	13	8	9	6	0	6	18	17	94
Total No. Schools Accr.	67	109	105	118	101	64	95	57	85	207	97	1105

TABLE II.

Showing the Growth of Secondary Schools Since the Organization of the Association

Session	Years	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
*19	1913	125	36	161
†20	1914	208	70	278
21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1026
35	1929	921	184	1105

*No list for Florida or Arkansas.

†Full report for all thirteen Southern States.

TABLE III.

SHOWING NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION FOR 1928-29

State	Type of School		
	Public	Private	Total
Alabama	56	11	67
Florida	98	11	109
Georgia	87	18	105
Kentucky	79	39	118
Louisiana	90	11	101
Mississippi	59	5	64
North Carolina	79	16	95
South Carolina	50	7	57
Tennessee	58	27	85
Texas	191	16	207
Virginia	74	23	97
TOTAL	921	184	1105
Per Cent of Each Type	83.3	16.7	

A. STANDING COMMITTEES

1. JUNIOR HIGH SCHOOL

W. L. Spencer, Chairman; M. R. Hinson, N. W. Walker, H. L. Garrett, R. L. Paschal.

2. COMMITTEE ON UNIT COURSES

(*a*) *English*

E. L. Robinson, Chairman; E. J. Mathews, Goodrich C. White, J. M. Daniel, W. R. Phelps.

(*b*) *Mathematics*

Robert H. Coleman, Chairman; W. W. Bondurant, O. B. Strong, Holland Holton.

(*c*) *Classical Languages*

R. E. Blackwell, Chairman; Father Jerome, S. M. Brame, H. B. Heidelberg, R. L. Paschal.

(*d*) *Modern Foreign Languages*

Edward Conradi, Chairman; O. J. Lewis, C. T. Kirkpatrick, O. A. Shaw, Father Roy.

(*e*) *The Social Sciences*

J. R. Lin, Chairman; A. M. Blackman, H. L. Garrett, M. E. Ligon, A. D. Mueller.

(*f*) *The Natural Sciences*

J. A. Lyon, Chairman; Mark Godman, J. D. Fulp.

(*g*) *Practical and Vocational Arts*

J. A. Stoddard, Chairman; J. Henry Highsmith, E. A. Pound, Chas. F. Trudeau, J. C. Harwood, J. M. Malone.

(*h*) *The Aesthetic Arts*

Joseph S. Stewart, Chairman; W. L. Spencer, Miss Juliet Jameson Poynter, W. R. Smithey, T. O. Wright.

(*i*) *Physical Education*

Frank F. Hooper, Chairman; W. A. Bass, W. E. Black, S. B. Hathorn.

(*j*) *Bible*

S. J. McCallie, Chairman; J. H. Highsmith, J. M. Daniel, John C. Dawson, J. C. Woodward.

3. REVIEWING COMMITTEE ON UNIT COURSES OF STUDY

J. S. Stewart, Chairman; E. L. Robinson, Frank F. Hooper, R. E. Blackwell, Edward Conradi, J. R. Lin, J. A. Lyon, J. A. Stoddard, S. J. McCallie, R. H. Coleman.

4. PROGRAM COMMITTEE

J. C. Harwood, Chairman; E. J. Mathews, Joseph Roemer.

5. COMMITTEE ON STANDARDS

J. A. Stoddard, Chairman; J. A. Lyon, M. R. Hinson, R. L. Paschal, W. R. Phelps.

6. REVISION OF BLANK

J. A. Lyon, Chairman; E. J. Mathews, H. B. Heidelberg, S. J. McCallie, Juliet J. Poynter.

7. COLLEGE FRESHMEN GRADES

Joseph Roemer.

8. LIBRARY STANDARDS

J. H. Highsmith, Chairman; S. J. McCallie, E. A. Pound, J. McT. Daniel.

9. APPROVING OR RATING OF NEGRO SECONDARY SCHOOLS

J. H. Highsmith, Chairman; E. A. Pound, S. M. Brame.

B. ROUTINE COMMITTEES

1. SPECIAL STUDIES

(*a*) *Relation of the Secondary School to the Junior College*

E. L. Robinson, Chairman; M. E. Ligon, W. E. Black, D. W. Peters, L. R. Johnson.

(*b*) *Proposed Joint Study of Secondary Education by the Regional Standardizing Agencies in* 1930

Joseph Roemer.

2. RETIRING COMMITTEES

(*a*) *Auditing*

J. McT. Daniel, J. O. Lewis, J. C. Woodward.

(*b*) *Budget*

J. C. Harwood, R. L. Paschal, C. F. Trudeau.

(*c*) *Appeals*

J. A. Lyon, A. M. Blackman, Father Jerome, L. R. Johnson, S. J. McCallie.

(*d*) *Nominations*

J. A. Stoddard, H. B. Heidelberg, Miss Juliet Poynter.

C. CENTRAL REVIEWING COMMITTEE

Alabama—SPENCER	3 years
Florida—HINSON	3 years
Georgia—POUND	3 years
Kentucky—LIGON	1 year
Louisiana—GARRETT	1 year
Mississippi—JENKINS	1 year
North Carolina—HIGHSMITH	1 year
South Carolina—COLEMAN	2 years
Tennessee—KIRKPATRICK	2 years
Texas—MATHEWS	2 years
Virginia—SMITHEY	2 years

MINUTES OF THE MEETING OF THE COMMISSION ON SECONDARY SCHOOLS

MORNING SESSION

TUESDAY, DECEMBER 3, 1929

The Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Southern States was called to order by the Chairman, E. J. Mathews, of the University of Texas, at 9:00 a. m. on December 3rd, 1929, in the ballroom of the Hotel Lafayette, Lexington, Kentucky.

Immediately after roll call the Chairman of each State Committee introduced all members of the Commission and all visiting friends from his State in the conference. The many visitors were introduced, recognized and welcomed by Chairman Mathews.

Minutes

Upon the vote of the Commission the reading of the Minutes of the previous meeting was omitted.

Revision of Blank

Chairman Lyon discussed the revision of the blank in a general way and requested the privilege of reporting later after he had had time to get the assistance of the Central Reviewing Committeee. He felt this Committee would be very helpful in this matter after having reviewed the blanks from all of the States.

Report of the Committee on the Relation of the Secondary School to the Junior College

The Secretary read a letter from Mr. Hall, who is at present studying in Paris, to the effect that he had not been able to complete his report and recommended that the Committee be given another year's time. The Chairman continued the Committee for next year. A motion was made that the Chairman appoint a substitute for Mr. Hall. The motion was carried. After considerable discussion over the resolution passed one year ago, found on Page 93 of the Proceedings, the Commission adopted the following resolution:

> "That such institutions as maintain jointly junior college and high school departments which desire to secure the listing and approval of the high school department separately by the Secondary Commission must pay the $10.00 accreditation fee."

Recognition of Fraternal Delegates

At this point the Chairman recognized Dr. E. D. Grizzell, Professor of Secondary Education, University of Pennsylvania, Chairman of the Commission on Secondary Schools for the Association of Colleges and Secondary Schools of the Middle States and Maryland, and fraternal delegate from that Association. Dr. Grizzell spoke as follows:

The Commission on Secondary Schools of the Middle States and Maryland

E. D. Grizzell, University of Pennsylvania

The Association of Colleges and Secondary Schools of the Middle States and Maryland is the second oldest agency of the kind in the United States. It has performed a distinct service in helping to standardize college entrance requirements and in promoting a closer relation between the college and the secondary school. A quarter of a century passed before the Association became persuaded that accredited lists of colleges and secondary schools would serve a desirable purpose in its area. This tardiness in developing an accrediting program was due partly to the traditional conservatism of the East, but, perhaps, chiefly to the prevalence of the entrance examination system which the Association had sponsored at an earlier period.

Two Commissions were established—one on higher institutions and one on secondary schools. Both Commissions have formulated standards and established accredited lists. The Commission on Higher Institutions has more than eighty colleges and universities on its list. The Commission on Secondary Schools now has 532 schools on its list of which 330 are public and 202 are private schools.

The Commission on Secondary Schools has a three-fold purpose:

(1) To promote the better articulation of secondary and higher education;
(2) To encourage research in problems of secondary education;
(3) To render professional service to schools and other agencies interested in secondary education.

The first purpose is being achieved through the establishment and the maintenance of a List of Accredited Secondary Schools and also in the sponsoring of certain activities of a joint committee of the two Commissions. The second purpose, the encouragement of research, is being realized to some extent in the promotion of studies of curriculum, libraries, and school schedules. Other research studies relating to the validity of existing standards will be sponsored as the opportunity is offered. The third purpose, the rendering of professional service, is being achieved almost daily through correspondence and personal conference with superintendents, principals, and headmasters who call upon the Commission constantly for professional advice concerning a wide range of problems.

The Commission on Secondary Schools consists of eleven members representing every important agency interested in secondary education. The President and Secretary of the Association are members ex officio and the Chairman of the Commission is the chief executive officer.

The Commission, at the beginning of its accrediting program in February, 1927, established a state committee system to assist in the preparation of the accredited list. At the present time each State Committee consists of a public high school principal, a private school headmaster, or headmistress, a registrar of a higher institution, the officer of the State Department of Education in charge of secondary education, a professor of secondary education, the resident member or members of the Commission and the Chairman of the Commission.

The Commission established a central office, under the direction of the chairman, which has complete responsibility for the collection and preparation of data for presentation to the State Committees and the Commission. All research and service activities are carried on by this office, which is accumulating a valuable collection of data concerning secondary education throughout the Middle States.

The procedures in accrediting are in general similar to those in other regional areas, but the variations may be of interest. The general report form is sent to each school applying in May or June. It is required to be filled out and returned to the central office on or before October first. The reports are carefully analyzed and supplementary information called for when necessary. A complete analysis and the original report data are submitted to the State Committees at meetings scheduled throughout the months of October and early November. These meetings are held usually in the state capitals at or near the state education offices. In addition to the data submitted by the central office, the representative of the State Department submits information gathered in the official reports and in reports of inspectors. In some states the official reports include both public and private schools. If the state committee desires a special visitor's report this is obtained immediately at the expense of the school and submitted to the Commission at its meeting in November.

After all State Committees have held their meetings and special visitors have rendered their reports the recommendations are summarized and submitted to the Commission which meets annually about the third week in November in Philadelphia. The Commission has, as a rule, three types of cases to consider:

(1) Schools recommended for the list;
(2) Schools for which a special visitor's report is required;
(3) Special cases of schools on the list that require re-consideration.

The Commission prepared the new list of schools to be announced at the annual meeting of the Association on Friday after Thanksgiving. This list is published on January first and distributed to the schools and the higher institutions on the accredited list of the Association.

The first accredited list of the Commission was published May 1, 1928, and the second, January 1, 1929. A biennial check-up of all schools on the first list will be made during the Spring, 1930. The Commission has adopted the two-year period of membership except in certain special cases in which schools have been accredited for one year. These cases are few and exist for very special reasons.

The two Commissions of the Association have established a Joint Committee for the purpose of considering certain common problems, the chief of which is a closer articulation of secondary schools and higher institutions. The problem on which the Joint Committee is now engaged has to do with the character of the report on Freshmen students in college to the school from which they were graduated as well as the character of the report to be submitted by schools in support of the student's application for entrance to college. The

Association has appropriated a small fund to finance the work of the Joint Committee.

The research activities of the Commission have been limited to three projects to date:

(1) A general study of curriculum offerings of schools on the first list;

(2) A study of school libraries (now in progress);

(3) A study of school schedules (now in progress). Other studies are being planned but await the completion of those now in progress. Perhaps teaching load, and laboratory standards, are among the most important for early investigation.

The service activities of the Commission are varied and numerous. Calls for help arrive almost daily. Library provisions, schedule difficulties, curriculum provisions, directed study procedures, and selection and use of standard tests are among the more important problems submitted to the central office. We have frequent requests from parents or students for recommendations of schools of a certain type as well as calls for information from outside the territory—questionnaires of all types. Our collection of curiosities in questionnaires is growing rapidly!

The work of the Commission was financed during the first two years of its activity by a grant from the Carnegie Foundation. Beginning with this year, the Association has taken over the problem of finance. We are now operating on a budget of about $3,000.00. Beginning with this year each school accredited is assessed $15.00. Schools requiring a special visitor pay an additional fee of $20.00 and visitor's expenses. At the present time membership on the accredited list and membership in the Association are entirely independent, but this anomalous situation will be adjusted soon, we hope.

The Commission has committed itself to the establishment of close relations with the Commission on Higher Institutions and the Commissions on Secondary Schools of other Associations. It is anxious to cooperate in every possible way in the promotion of better practices in secondary education. A very friendly relationship exists between the Commission and the several state departments. It has also developed wholesome relations with private school and parochial school authorities.

In summary, the results of the Commission's activity from February 1, 1927, to December 1, 1929, may be stated as follows:

(1) A List of Accredited Secondary Schools comprising 532 of the best schools in the territory is definitely established.

(2) A closer cooperation between secondary schools and higher institutions has been well established under the guidance of a Joint Committee.

(3) The Commission has rendered direct assistance to individual schools by bringing pressure to bear upon school authorities for securing new buildings, laboratories, better trained teachers and better teaching conditions, physical education, practical and fine arts, libraries, and lengthening of the school year.

In spite of strong opposition in certain quarters when the Commission was established in 1920, it now has the support of every state department, public and private school organizations, and the leaders in public, private and church schools. No small part of this success is due to the example of the Commission of the Southern Association. Your Secretary has been one of our best advisers during a critical period, and I wish to convey to you and to Secretary Roemer the gratitude of our Commission and our best wishes for continued success in the excellent work you are doing in the Southern States.

The Chair then recognized Dr. W. P. Morgan, President Western State Teachers College, Macomb, Illinois; President of the North Central Association, and fraternal delegate from that Association, who spoke as follows:

COLLEGE AND HIGH SCHOOL ACCREDITING AGENCIES

BY W. P. MORGAN, Macomb, Illinois

President North Central Association of Colleges and Secondary Schools, and Fraternal Delegate to the Southern Association of Colleges and Secondary Schools

In the beginning it ought to be clearly understood that every accrediting agency is the outgrowth of a desire on the part of a group of educational institutions, either collegiate or secondary, or both, to set certain minimum standards of achievement which all in the group wish to meet either immediately or in a certain fixed time. Where the latter plan is practiced, the tendency is to reach the goal by certain graduated steps from year to year.

One reason why such groups desire minimum standards is that their members recognize the fact that institutions having a somewhat common purpose may likewise have certain common practices without interfering with the individual initiative or special work of any one of them. In fact a common practice for the members of the group will benefit the majority of them if the practice adopted is that one which is in use by the best members of the group if in addition to this the practice has been the main contributing factor to the excellence of the institution in which it is found.

Another reason is that where several institutions maintain the same definite standards there is united strength in defending themselves against opposition and criticism which are sure to come to any institution or group of institutions which, because of merit and excellence, obtain public favor or educational recognition.

A third reason a group of institutions desire minimum standards of procedure is that they may represent a movement of sufficient strength to influence other institutions to join the movement and in the end have a rather general practice among most or all of the institutions which are promoting the same type of education which they promote.

The formation of such organizations is voluntary and only comes to pass when several institutions find that they have enough in common to make organization possible and enough in particular to make it profitable for all of the institutions to copy some of the practices in which there are individual differences. In other words, such institutional organization comes by the same process as that under which organizations are formed by men and women for social, economic, religious, educational or civic purposes.

Let me repeat, institutional accrediting bodies are organized first of all in a voluntary way and no institution is forced directly to have membership in the organization. A little later there comes to the members of such an organization certain individual benefits and recognitions which also benefit their graduates. Institutions which are not in the organization discover the value of these benefits and recognitions and ask for membership in the organization so that they may enjoy the same advantages. But, mind you, this application for membership should be made on the initiative of the institution not enjoying the privilege of membership. Until that time the accrediting agency would better remain neutral in the matter.

When application for membership comes to an organization of institutions a plan for admission must be devised if the organization is willing to add to its membership. The admission of an institution to membership follows a more or less formal inspection of the institution to discover whether it is meeting the minimum standards which the institutions in the organization are meeting. If the inspection shows that the institution does meet these standards it is admitted or accredited, that is, its work is approved as being of a quality which entitles its students or graduates to all the privileges by which the students or graduates of the institutions within the organization profit. Of course, in some cases, accrediting does not carry with it membership.

By the common process above described the act of the institution has been free and voluntary. In a sense, however, there is indirectly a force which compels an institution to seek membership. The institution is like the tramp who did not have to work but who admitted he had to work or starve. Of course an institution does not have to ask admission to the accrediting organization but it does have to be accredited if it is to maintain that institutional respect which will bring students to its doors and give that prestige to its graduates which will assure them an open opportunity to success.

Herein lies two dangers. One danger is that the accrediting agency will have selected its minimum standards for membership on a basis which is too narrow to recognize educational effort of any other type or with that of any other purpose than that practiced by its original members, be this effort however high in its ideals, its practices or in its results. If this danger is a reality and if the organization fails to appreciate its condition it will not reorganize its standards of accrediting or admission to membership and an institution which possibly performs as great or even a greater service to public education than some of its own members is denied membership and in the eyes of those not fully aware of conditions it is discredited.

The other of the two dangers lies in the possibility that the institution applying for membership may find that the standards of admission are so unyielding that it cannot hope for membership without yielding in directions which will defeat its fundamental and praiseworthy purpose. An institution which will sell its birthright in such a case for recognition by that act should disqualify itself for membership in any accrediting agency. On the other hand, an accrediting agency which uses standards which refuse admission to a sister institution which adheres to those standards which lend themselves best to honest effort and high-grade production in the field in which it operates is guilty of bigotry and a failure to recognize true educational values if the institution in question plies its trade in the same educational territory in which its members ply theirs.

What then is the sane procedure for accrediting organizations and for institutions? It would seem best that each accrediting agency should have a standing standards committee which shall be continually testing its standards and recommending revisions which will better serve its own membership and the institutions which are not members, but who may wish to become members. This does not imply a lowering of standards to make admission to membership easy or accrediting less difficult, but it does mean that membership and accrediting shall be on basis of good to the institution and not loyalty to standards of the organization which may be archaic in the origin or unfitted to modern institutions which are aligning themselves with modern complex life and a modern complex education in an effort to serve the public.

It would seem too that institutions, whether members or desirous of membership, should first of all study their individual problems and build their equipment, select their faculty members, organize their budgets, and construct their curriculums so as to meet in the most complete way the obligation they have to the students and the community which they serve. In doing these things they should always be on the lookout for the best things to be found in sister institutions dedicated to the same or a similar purpose. Often these best things appear in institutions which have met the standards of some accrediting agency and have joined similar institutions in an effort to strengthen their own hands. Organization and standardization which do not handicap institutions in their duties or purposes are helpful. However, any institution which seeks to ally itself with an organization for the soul purpose of gathering to itself the respectability of the organization which it joins is threaded with an immoral fiber which will in the end prove incompetent and weaken the fabric of the larger organization. Membership in an accrediting body should be sought by an institution to strengthen not only itself but also to give greater value to the accrediting body. An accrediting body should invite new members to its fold to strengthen itself and to help the new member.

If the above suggestion is followed, weak institutions will strengthen themselves so as to offer something to an accrediting organization before seeking membership in it. Likewise accrediting organizations will outline a plan of helpfulness for an institution before inviting it to membership.

In brief, weak institutions which cannot give something to accrediting bodies will not seek membership in them nor will accrediting bodies which cannot help institutions in their particular fields invite these to membership. Each must be able to help the other before membership should be considered by either. Then voluntary action should follow.

This same point of view must be observed where accrediting agencies wish to cooperate and I believe this is the type of feeling existing between the North Central Association of Colleges and Secondary Schools and the Southern Association of Colleges and Secondary Schools.

FOUR YEAR NON-MEMBER COLLEGES

Upon request of the Commission on Higher Institutions and an affirmative motion by the Commission on Secondary Schools, Chairman Mathews appointed a committee of three, namely, N. W. Walker, E. L. Robinson and S. N. Brame to confer with a like committee from the Commission on Higher Institutions concerning the advisability of discontinuing the Four Year Non-Member List of Colleges.

Change In Program

The Chair next announced that since Dr. Judd could not be present on Friday, it was necessary to change the program so as to allow for his address at 2:00 p. m. Wednesday. The Executive Committee requested a joint meeting of both Commissions Wednesday afternoon at 2:00 o'clock to hear Dr. Judd's address. Dr. Roemer's report was ordered given in the place of Dr. Judd's on Friday.

At the request of Mr. J. H. Highsmith, Chairman of the Committee to revise the proposed library standards, the report was postponed until Wednesday afternoon for the purpose of holding a committee meeting on Tuesday to which all members having suggestions or criticisms were invited to come.

Appointment of Committees

The next item of importance was the appointment of Committees:

Auditing

J. M. Daniel
J. O. Lewis
J. C. Woodward

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

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[illegible]
[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible] Committee for Three Year Term

[illegible]
[illegible]
[illegible]

TUESDAY, DECEMBER 3, 1929

Afternoon Session

The afternoon session was called to order by Chairman Mathews at 2:00 o'clock. The first item of business was a report of R. L. Spencer who went as the Fraternal Delegate of the Southern Association to the North Central Association.

JUNIOR HIGH SCHOOL GUIDANCE

R. L. Spencer, chairman of the committee, introduced Dr. H. D. Kitson of Columbia University, who spoke on Junior High School Guidance. The address follows.

GUIDANCE AND OCCUPATIONAL STUDIES IN JUNIOR HIGH SCHOOL

(Address Delivered Before the Association of Colleges and Secondary Schools of the Southern States, at Lexington, Kentucky, December 3, 1929)

by

Harry Dexter Kitson

Professor of Education, Teachers College, Columbia University

In considering this topic I am going to make a distinction between educational and vocational guidance. At first it is not easy to admit that the two are separable. Vocational guidance is not possible without educational guidance, but there are many problems of educational guidance which can be approached without considering the vocational future of the individual. As a matter of actual practice much educational guidance is going on without being accompanied by vocational guidance. For purposes of our present discussion, therefore, I shall treat the two separately.

Educational guidance consists in regarding each pupil as an individual. One must be careful in choosing the courses and selecting subjects that are within the pupil's grasp. In that guidance something [illegible] how to study, how to overcome his intellectual handicaps, etc. A good deal of such guidance in the junior high school can be done advantageously by the home room teacher. But not all can be done there, for the home room teacher would not have the time in addition to her other duties. Accordingly, some schools find it necessary to appoint an adviser who devotes full time to individual counseling. In addition to giving counsel in educational matters he or she often gives advice on social matters, leaving the other officers or committees in care of [illegible] of girls.

While I shall not dwell on this important function of modern education, I should like to record that such educational guidance should not be confined to the high school. It is needed all along the line, from the kindergarten to the last year of college or professional school.

But it should be understood that educational guidance is not vocational guidance. This is a technical matter with which the educational person, as he sees to plan, [illegible] usually [illegible]. I shall try to indicate the measures that schools should take in administering vocational guidance.

For [illegible] twenty years we have been preaching that the schools should do something to help pupils choose vocations and plan their occupational careers. We have come to the conclusion that the best way to perform this service is through a bureau of vocational guidance headed by a director and manned by a staff of experts. Only large school systems can support such a bureau, however, and for the present most schools have to get started with a modified program. I shall try to present the steps that can be taken in the ordinary school.

I ought to preface my remarks with a statement of what we [illegible] by when we give vocational guidance. We do not tell [illegible]. We do not go on the assumption that every person is born a "square peg" or a "round peg," and that we must find out what "vocational aptitude" each must possess here. We do not make his decisions for him. Nor do we expect that we can make the decision all in a minute. We rather conceive our task as that of helping each individual plan his life, [illegible] our efforts must extend over a long period of time.

The best account of vocational guidance is that provided in the definition officially adopted by the National Vocational Guidance Association: "Vocational guidance is giving information, experience and advice in regard to choosing a vocation, preparing for a vocation, entering upon a vocation, and progressing in a vocation."

From this definition we see that there are several functions involved in vocational guidance: (1) gather information about occupations, (2) impart information about occupations, (3) counsel and assist individuals, (4) place individuals upon occupations, (5) follow them up and help them make necessary adjustments from time to time.

As I have said, not every school director can afford to try to perform all these functions. But there are at least two which almost every school can perform. I shall concentrate on these.

Let us first consider the point in the school system where we must [illegible] begin formal vocational guidance. Theoretically it should operate throughout the entire school career. But actually the place where it is most often needed is the beginning of the junior high school. In schools where there is no junior high school, the most common place is the eighth or ninth year. The reason this [illegible] period is chosen is that it is where the greatest number of children leave school. Just a little later is too late to do all it should be done.

In school systems with a junior high school where it is at this point where the curriculum begins to be differentiated. The pupil should, if possible, select his curriculum in the light of his future vocation. Again, the difference tiation of curriculum in the junior high school is designed to help him try out his powers, develop interests and broaden his horizon. Accordingly vocational guidance is one of the objectives of the junior high school.

As I said a moment ago, two means are being employed for reaching this objective. The first is the course in Occupations. This is a course in which the subject matter is not history or French or algebra, but the occupations in which men are engaged. The aim is to give the pupil a survey of the kinds of work that will be open to him when he enters the occupational world. School children are densely ignorant on this point. They know of only a dozen or more occupations, whereas there are several thousand.

While the aim of this course is primarily to give pupils a basis for choosing a vocation, the course has cultural value as well. Isn't it just as cultural to know the part played in civilization by the electrician who wired this building as to know the part played in civilization by Nero or Queen Elizabeth?

But the course in Occupations is not the only measure being instituted for giving vocational guidance. Another is the appointment of vocation counselors. Certain problems that are common to all persons can be dealt with in the class in Occupations, but problems that differ with individuals can be solved only through individual conferences. Accordingly many schools have appointed vocational counselors who are given time for individual interviews. The ratio that has been proposed is one counselor for every 500 pupils. This is surely low enough, for to render effective service the counselor should see each pupil at least twice a year, once at the opening of the school year when he is planning his course and once near the end of the year to see that he has carried out his plans.

The question has been raised, "Who should do this individual counseling?" It has been proposed that the home room teacher do it. But there are two reasons why this is not feasible. The first is that she does not have time. With only one "home-room" hour a day she could not possibly give adequate attention to the vocational needs of each pupil.

But the more important reason is that she does not know anything about the vocations. A vocational counselor should be an expert in occupations; should have training in a reputable university which offers courses in vocational guidance; and should have first-hand acquaintance with the occupational world. These qualifications the home-room teacher does not generally possess.

Another proposal that has been made is that the teachers of shop work or other "vocational" subjects be selected as vocational counselors and teach the course in Occupations. While certain teachers of vocational subjects might with adequate training become good vocational counselors, the selection should not be confined to them. The field of vocations is broader than that covered by the courses in shop work and trade training. It includes the professions as well. In giving advice regarding such occupations a teacher of Latin or Civics or any other subject may, after adequate training in the techniques of vocational guidance, render even better service than a teacher of shop-work.

The essential thing is that any one who tries to do vocational guidance in schools should be especially trained for it. There are several universities that give such training. At Teachers College, Columbia University, we give the degrees Master of Arts and Doctor of Philosophy in the field of Guidance. But the number of institutions where teachers can obtain thorough training for the work of vocational guidance is relatively small. Any state that wants to prosecute a vigorous program should provide training facilities.

It must be admitted that we do not yet have a great supply of persons who are equipped to render the functions of vocational guidance. Many school administrators who have desired to install vocational guidance have been obliged to appoint persons who are relatively untrained. Fortunately these persons who develop an intense liking for the work are in large numbers attending the universities where they can secure the required training, and within the next few years we have shall have a larger supply.

Money is lacking, also, and until appropriations are made specifically for vocational guidance, many devoted teachers will be obliged to give their services of vocational guidance on a volunteer basis, as the "second mile". Many administrators contrive to add to their staff a vice-principal or assistant principal or "special teacher" or even a clerk to whom they assign these functions which are not specifically included in their budget. School boards are opening their eyes, however, to the need of vocational guidance and by the time we have a well-trained personnel, provision will undoubtedly be made for their support.

I should not like to imply that the two functions of vocational guidance I have stressed constitute the whole story. I have left untouched several of the functions included in the definition of vocational guidance. They are all important, but I have concentrated on those which are most feasible of performance in the average school at our present stage of development. Promising beginnings are being made in all parts of the country, and we may confidently expect that they will evolve into a system whereby the pupils in our schools may eventually obtain expert help in finding the right vocation and in achieving success.

Following Dr. Kitson's address, Mr. Spencer introduced Mr. E. L. Robinson, Director of High Schools of Tampa, Florida, who spoke briefly on the Tampa plan of high school guidance. At the close of his address Mr. Spencer conducted a round-table discussion of the general topic. Dr. Kitson was kind enough to answer the questions that were asked from the floor on the various phases of his address. This committee was continued for another year and the Budget Committee instructed to provide for it.

Co-operation With United States Bureau of Education

Dr. Smithey of the University of Virginia next spoke briefly on the work of the Association in co-operation with the Office of Education in the past. He reviewed the past briefly and showed how the Commission on Secondary Schools had originated the idea and had helped in every way possible. He asked that the Committee be discontinued as it had performed its function. The Committee was discontinued.

Specialization of Teachers

Chairman Ligon made a final report for this Committee. He has been carrying this study on for three consecutive years. In his report he merely gave a few condensed tables of his findings. At the close he assured the Association that the Committee would soon have ready for the press the final report and that it would be printed and distributed in the near future. A special bulletin carrying this report will be published by the Association this year.

Joint Study of Secondary Education by the Regional Standardizing Agencies

Secretary Roemer brought the Commission down to date on the status of this project. He said that several meetings had been held with a Committee from the North Central Association on the matter and that some preliminary work had been done with the North West Association, and the Middle States and Maryland Association. He said finally that the North Central Association was going to discuss the matter in detail at their April meeting. No definite action was taken on this report.

The Chairman postponed the report of the Central Reviewing Committee until tomorrow's session, as it was not yet ready to make a final report.

There being no further business the Commission stood adjourned until 9:00 o'clock Wednesday morning.

WEDNESDAY MORNING, DECEMBER 4, 1929

The Commission was called to order Wednesday morning at 9:00 o'clock by Vice-Chairman J. A. Stoddard. Immediately upon convening Vice-Chairman Stoddard announced that Chairman E. J. Mathews had received the sad news of the serious illness of his mother and had left for home during the previous evening.

The first item of business to come before the Commission was an address by Mr. C. A. Jessen, Specialist in the Division of Secondary Education, United States Office of Education. Dr. Jessen spoke as follows:

PRESENT DAY EARMARKS OF A GOOD SECONDARY SCHOOL

Carl A. Jessen,
Specialist in Secondary Education,
U. S. Office of Education:

Good schools are not all of one pattern. The leaders in education, like your own Daniel Boone and James Knox, strike out along different routes and blaze the trails of progress into different sections and by various means. The consequence is that the schoolmaster's trail is an adventurous one with up's and down's, in's and out's, and a multitude of inviting by-paths. It is no easy task to evaluate and form judgment as to the relative values of the multifarious methods, purposes, policies, procedures, and devices of the modern secondary school.

The Problem of Adjustment in Secondary Education

Since the War we have witnessed an astonishing increase in high school enrollments. Comparing the population of high school age (15-18 inclusive) with enrollments in the last four years of our secondary schools we find that in 1918 the percentage was 28 and in 1928, according to the best estimates obtainable, it was 55.

Accompanying the increase in numbers has been an equally important change in the characteristics of the student body. Human nature may always remain the same but surely human beings are not identical. Years ago there was great homogeneity in the pupil personnel of our secondary schools: with few exceptions the pupils came from homes of the intellectual and social elite and were destined for college after they completed their preparatory training. The present day high school registration has a various background and a diversified destiny. With the democratic development of secondary education have come large numbers of pupils from sources which were not represented in those erstwhile days of which I have spoken, and there are indications, despite the growth in college enrollments of the last few years, that the proportion of high school graduates going to college is on the decline.

I shall conserve your time by merely mentioning two other conditioning factors. These are the ever-present flux in the social order and the all-important demand for adjustment to local conditions. The education of 1929 must be different from that of 1919; the Everglades have an educational problem distinct from that of the Blue Grass.

I need not remind you that neither you nor I believe that the four factors which I have mentioned, namely, growth in enrollment, diversity in pupil population, flux in society, and varying local situations are the only ones which condition the educational process in our secondary schools of today. We are all able to add to the number. These, however, will serve our purpose. No one who thoughtfully considers them can fail to be impressed with the perilous problem which confronts the modern secondary school. It is my opinion that the secondary school which merits our special attention is the one which accommodates itself to this complicated situation. What are the principal ways in which such accommodation is brought about?

Extension and Integration of Curriculum and Extra-curriculum Offerings

I am quite certain in my own thinking that the more progressive schools offer pupils considerable variety in educational activities both of curriculum and extra-curriculum character. There is a limit to what any given school can do in this regard but the general adoption of the elective system in secondary education argues that leaders in the field believe in diversified curriculum offerings. As a by-product of a study of enrollments in secondary school subjects in 1927-1928 Dr. Frank M. Phillips of the Office of Education found that the schools of the United States had reported 243 subjects represented in their programs of study. Even after a liberal allowance is made for the reporting of similar courses under different names, a wide variety in curriculum subjects is apparent. Through comparison with parallel studies of enrollments conducted in 1922, 1915, 1910, and earlier, one finds a most convincing increase in the number of courses. Principally these increases have occurred in the vocational field, and in the natural and social sciences. The increases have been gained at the expense of the older academic subjects, especially foreign languages and mathematics.

In the extra-curriculum field, although we are unable to speak with the same statistical exactness, we know that a change probably no less significant has taken place. The expansion in the number of clubs has been most pronounced. As one principal with whom I was recently talking put it, we are clubbed to death. Probably the adolescents are not to be criticised for copying a change which, if we are to believe Mr. Lynd in Middletown, has come over our adult society in no uncertain manner. I believe I am voicing the prevailing view among educators when I say that the extra-curriculum program is one of the promising features in the newer education.

The content material and the integration of these materials whether in the regular school curriculum or in those activities which we more or less illogically term extra-curriculum are subjects which have in recent years commanded the energies of many of the most progressive thinkers and the most important organizations in public education. A school which has weathered the curriculum commotion of the last few years without agitation of its own curriculum or ruffling of its courses of study can hardly be classed as following progressive educational thought of the present day. In other words, such a school may conceivably lay claim to holding to a stable program and to abiding by what it considers the eternal verities in education, but it will find difficulty in convincing us that it has the marks of a good modern secondary school.

Introduction of Objective Tests

A movement which has found its way prominently into education since the War is that of objective testing. I am referring here not only to standardized tests but also to new-type tests developed locally. The early exaggerated claims made by some testing enthusiasts have been replaced by saner views as we have come to analyze the values as well as the limitations of both new-type and essay-type examinations. Thus the better schools of the present day have by no means discarded the essay examination; neither have the better schools ignored this important new device, the objective test.

Provision and Utilization of Equipment

The good school must be well equipped and must well utilize the equipment provided. The emphasis which State and regional standardizing agencies have placed upon satisfactory buildings and adequate equipment has resulted in generally excellent conditions in these respects. No set of standards, with which I am familiar, is silent on the subject of physical conditions. A recent study which I made of surveys published during 1928 and 1929 disclosed that rating of buildings appeared prominently in 12 of the 17 surveys examined. The special lists of laboratory apparatus circulated by State authorities and the special studies of the library conducted from time to time by such agencies as the Southern and North Central Associations have stimulated those connected with secondary schools to secure equipment of this character. My experience some years ago as supervisor of high schools in one of our States convinced me, however, that there is a difference between providing equipment and using it. It is one of the marks of a good school that library books are accessible and used, that special rooms such as the auditorium and gymnasium are not regularly vacant, and that in general the buildings and equipment are utilized to the fullest practicable extent for community as well as for school functions.

High Quality Teaching

The mention of utilization of equipment suggests a subject which I feel confident we all agree upon as the most important mark of a good school, namely, good teaching. It is indicative of the significance which we attach to teaching quality that the standards of accrediting agencies are heavily loaded with requirements designed to make for good teaching conditions. I refer to standards regarding academic and professional training, salaries, teaching load, size of school, and equipment. We are all, I feel sure, looking forward to the time when it will be practicable to emphasize in accrediting standards, as we now stress in educational literature, not merely conditions which provide opportunity for good teaching but the actual achievement of effective teaching in the schools. The two discussions of class size which you have scheduled on the morning's program are to me an indication of your continued interest in the subject of good teaching.

The Reorganization Movement

In discussing signs of good modern schools I cannot well avoid saying something about the reorganization movement. Last year 1,582 junior high schools were reported to the Office of Education as being housed and administered separately from senior high schools; this represented an increase from 1,109 such schools two years earlier. Last month at the meeting of the American Association of Junior Colleges we were told that there are extant in the United States 406 junior colleges. You would not expect me to say that administrative reorganization is a mark of a good modern secondary school. You and I have both seen so-called reorganized schools whose conversion consisted purely in a re-assignment of grades for administrative purposes. These exceptions neither glorify nor discredit reorganization; certainly they should not be accepted as proof of futility of a movement which in numerous schools has been accompanied by quickening influences. It is my belief that these two new members of the educational fraternity, both of whom answer to the name of junior, should be watched, studied, and assisted, but should be allowed to develop their own individualities without too much outside interference.

Assisting Pupil Progress

The last mark of a good modern secondary school which I am going to mention proceeds from the viewpoint that it is immensely important to retain pupils in school, to help them succeed to the fullest exent of their capacities, and to make the transitions as easy as possible. A study made by the Office of Education in 1926 showed that 41% only of those who entered the ninth grade (or the eighth grade in 11-year systems) remained to be graduated from high school; the other 59% were lost to the schools somewhere between the beginning and the end of a 4-year high school period. To my mind the problem of assisting pupil progress is one of the greatest which confronts secondary schools of the present day, since it involves adjustments to care for the gifted and the slow as well as for the average, the checking of failures and drop-outs, and the provision of educational guidance for those who remain with placement and following up for those who must leave.

Standardization and Improvement

Before closing I wish to pay tribute to the excellent work done by regional associations, such as your own, in improving conditions in secondary schools throughout the United States. The role played by these associations has been one of activity, not of mere contemporaneous existence. Many of us, who did not have opportunity for acquaintance with the schools of the last century and the early part of the present one, find it difficult to realize the conditions which existed in secondary schools of that period. Allow me to quote one brief statement made some years ago by your own Chancellor Kirkland. Speaking of secondary school-college relationships at the time the Southern Association was founded Chancellor Kirkland said: "Students left the high school at almost any stage of their preparation and applied for admission to college. If it appeared excusable they were admitted to the freshman class; if this seemed impossible they entered one of the subfreshman classes. Colleges and schools competed for the same students, and, unfortunately, the colleges won in too many cases." The situation thus described provides a significant contrast with your present well developed program.

I have taken some pains to acquaint myself with the record of the Southern Association. I have followed through your proceedings the efforts which were expended in developing and applying standards to secondary schools, and later to higher institutions. I have with interest noted that in 1897 you had as the one only standard for secondary schools a requirement that a preparatory school should not confer degrees. You now have ten articles in your standards, one of these with eleven subdivisions.

It is partly because I know of your interest in standards, partly because I was at one time chairman of the committee on standards in one of the other regional associations, and partly because your chairman in inviting me to speak suggested that improvement in the standards would be among the questions discussed at this morning's meeting—it is for these reasons that I have at times rather pointedly addressed my remarks to standardization.

Standards are, to my way of thinking, the expression of what we consider best and at the same time practicable. Their significance in secondary education is that through them educators and the public are guided, the general level of education is elevated, and a stamp of approval is placed upon those schools admitted to the accredited list. In order that standards may meet these high responsibilities, it is important that they be amenable to changes in the schools and in society. Eternal vigilance is the price of good standards.

Following Mr. Jessen's address the Chair recognized Dr. S. P. Brooks, President of Baylor University, in the audience; also Dr. F. W. Bachman of Peabody College.

Relation of Size of Class to Efficiency of Instruction

The Chair next recognized L. V. Stockard, District Superintendent of High Schools, Dallas, Texas. A motion was made that his report be included in the Proceedings. His report follows:

THE RELATION OF SIZE OF CLASS TO EFFICIENCY OF INSTRUCTION

The problem of class-size as it affects the high school has been one of constantly recurring interest for about a decade. Interest in the problem has not been confined to individuals, but has extended to public school systems, higher educational institutions, administrative organizations, and accrediting agencies. Within the last five years, particularly, a number of careful studies bearing on the subject has been made. At the present time, and for several years back, the National Organization of Secondary Principals has been encouraging experimentation on the relative efficiency of large and small classes and the gathering of scientific data on this subject.

Constantly rising school costs, increased school attendance, and fixed standards set by accrediting agencies make the subject of this paper, "The Relation of Size of Class to Efficiency of Instruction", one of vital concern to school administrators. This subject raises instantly not one question but a number of questions of great importance to the school. Is class size, in itself, a determining factor in the efficiency of instruction? If not, what are the important factors involved? What is implied in efficiency of instruction? Is there a common optimum class size? What conclusions appear justified from the studies which have been made on the problem of class size? Are standardizing agencies warranted in placing fixed or rigid limits on class size? There seems to be a somewhat general tendency toward increase in size of classes in certain subjects and under strong teachers. According to Hudelson[1], the average size of classes in high schools increased from 19.8 in 1914 to 27.4 in 1928. Many school administrators who have had great difficulty in keeping classes within the limits set by this Association; and some of you present today, I am sure, have been confronted with this problem and have come to doubt both the wisdom and the justice of the maximum class-size regulation that now exists. The answer to the question of optimum class size affects size of budget, size of teaching staff, size of classrooms, nature of equipment, curriculum, methods of teaching, etc. The issue of class size (quoting Dr. Hudelson) "is not local or temporary but far reaching in its implications."

Just how large the class group may become without impairing the efficiency of instruction is a question on which there is wide differences of opinion. There has been, and still is, a very persistent belief on the part of teachers in all kinds of schools, and of educational theorists as well, that large classes are ineffective and wasteful. Indeed, so common has been this belief that standardizing agencies have placed definite limits on class-size. Careful investigations on this subject, as we shall point out, show that for the most part, opinions as to class-size have been based on custom and tradition rather than on the results of scientific investigations. The development of the democratic ideal in this country has popularized education to such an extent that the pressure of school attendance and school costs makes it increasingly difficult to care for instruction unless pupils can be effectively taught in fairly large groups. As has been pointed out in numerous studies, class size is the most important single variant which affects the cost of running schools. Whether or not the public will be able or willing to increase public revenues to maintain schools with the present class-size limitations, is not the only question. Those charged with the administration of schools and the making of standards should, and ultimately must, see that classes are so adjusted as to yield the maximum educational returns. In discussing the topic under consideration, the speaker wishes to review very briefly the major studies which he has found on the subject of class-size and then to present the findings of a limited statistical study which he has made on this problem in relation to the high schools of Dallas.

Investigations of class-size have varied in their significance, purposes, scope, and methods of attack. They have included different levels of schools,—elementary, high school, college, university, and special class. In relation to efficiency of instruction, they comprise study of promotion rate, percentage of failures, percentage of withdrawals, percentage of pupils giving attention in class, distribution of school marks, scores made on standardized tests,

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1—Earl Hudelson, "Class-size Opinions Evidence, and Policies in Secondary Schools." The North Central Association Quarterly, Sept. 1929. P. 196.

economy of time, and instructional costs. In relation to methods of inquiry and experimentations, they include: (1) study of opinion or testimony of teachers, pupils, administrators; (2) study of pupil progress as measured by promotion rates and distribution of marks under usual conditions; (3) study of pupil progress under controlled experimentation and through the use of standardized tests; (4) study of education costs. In point of time, they extend from the investigations made by Rice, in 1896, of achievement in arithmetic and language for large and small classes to recent studies reported for this year. Dr. Hudelson in his recent book, "Class-Size at the College Level", has given by far the most complete account to be had of class-size studies made up to the beginning of 1928. In an article in the September number of the 1929 North Central Association Quarterly, he brings class-size studies down to date. Dr. Hudelson accounts for some twenty-five studies, not including the experimental work done in the University of Minnesota, at different levels as follows: one university, one college, thirteen elementary schools, one special class, and nine high schools. The writer has found a few high school studies not included in Dr. Hudelson's list which appear to have sufficient value to be mentioned in this discussion.

The earlier studies were confined to elementary schools. On the elementary school level the investigations of Rice, Cornman, Boyer, Bachman, Elliott, Harlan, Breed and McCarthy, Stevenson, Almack, Averhill and Mueller, Henry, and Bates are regarded as major studies; and also that of Metzner and Berry for special class of retarded children. Limitation of time will permit only brief statements as to the character of these studies. Rice tested the achievement of pupils in arithmetic and language. Cornman investigated promotion rate, class marks, and conduct. Bachman and Boyer studied per cent of promotion. Elliott studied promotion rate, voluntary withdrawals, pupil participation, attention and economy of pupils' time. Harlan studied promotion rate in large and small classes. Breed and McCarthy measured the efficiency of spelling in paired classes. Stevenson used controlled methods and standardized tests in a study of large and small classes. Henry investigated school costs in relation to class size. Almack made a study of the opinions of experienced elementary teachers and superintendents as to the effect of class size on achievement of pupils. Averhill and Mueller investigated 5th grade reading under controlled methods. Bates, in 1928, made a study of pupil achievement in classes varying from 14 to 47. With few exceptions, these studies show that there is slight relationship between large and small classes, so far as pupil achievement is concerned.

At the high school level significant studies have been conducted by Stevenson, Davis, Tope, et al., Trueblood, Haertter, Smith, McGuire, Hudelson, Miller, Wasson, Barnes, Ewing and others. The subjects tested by controlled experimentation include algebra, geometry, English composition, English literature, Latin, French, general science, physics, biology, and chemistry. A brief account of these studies follows.

C. O. Davis, under the auspices of the North Central Association, carried out in 1921-1922 the most extensive investigation yet made of large and small classes in secondary schools. He made an analysis of term grades in classes of different size, and concluded that size of classes "had little or nothing to do with term grades". He made a second study, in 20 selected cities, of classes organized into small and large sections under partially controlled conditions, in which investigation he reached the conclusion that "the effectiveness of classes, so far as achievement of pupils is the objective, is chiefly determined by forces other than size." In a third study he investigated the problem of teaching load and found that most teachers generally preferred small or medium sized classes, though many preferred large classes.

Tope and others, in 1923, made a study of achievement in grammar, composition, and outside reading in large and small classes through improvised and standardized tests. This experiment was too loosely controlled to justify positive conculsions, but it seemed to point to 30 as the ideal class size.

Stevenson, in 1924, made a study of large and small classes under controlled conditions in three city systems, and concluded that "the slight advantages of the large classes do not justify small classes one-half the size of large classes".

Trueblood, teacher in the Arsenal Technical High School, Indianapolis, developed, in 1925-1926, a technique which enabled him to teach a section of 100 pupils in geometry just as successfully as a small class.

L. D. Haertter, in 1925-1926, in the University of Minnesota High School succeeded, through a carefully controlled experiment, in getting better results from a class of 50 in geometry than from a paired class of 25 in the same subject.

Margaret McGuire, in 1926-1927, completed a geometry class experiment which had been projected by Haertter, involving a large class of 44 and a small paired class of 23. Pairing was more carefully done and results measured by numerous checks and objective tests. The large section consistently excelled the small one and both classes exceeded the norm for the two standardized tests.

Dora V. Smith in the University of Minnesota High School, during 1925-1927, made a most carefully controlled study of the effects of size of class upon the efficiency of instruction in 9th grade English, with special emphasis upon differentiation of method in the handling of large groups. Her results showed a superiority of the large class over the small one.

William H. Wasson, in 1927, carried out two controlled experiments with four groups of 9th grade pupils carrying the general language and technical curriculums in the Austin High School, Chicago. For the controlled series of studies, the larger classes slightly exceeded the smaller in English. The cost of the small classes was 37.5% more than for the larger.

Paul S. Miller, in 1927-1928, made a study of the relationship between achievement and class size of 600 pupils studying physics in 28 different high schools. He found that the highest average score was in the largest one-fourth of the classes.

Ewing, Rutledge, and others, in 1928-1929, conducted a series of semi-controlled experiments on the relative efficiency of large and small classes in the senior high schools, of Oakland, California, in the subjects of chemistry, biology, Spanish, and geometry. Size seemed to affect results in geometry classes very slightly. The smaller classes in both sciences and Spanish appeared to have a slight advantage. In discussing the results, the author states that "large classes appeared to work out better with social studies, English, and mathematics; and less well with the languages, arts, and laboratory sciences". Controlled conditions were not such as to make the study very significant.

Mrs. Ruth Barnes, head of the English department of the Cooley High School in Detroit, reports in the November, 1929, issue of a Detroit Educational Bulletin an experiment with large and small classes in the 9A general literature classes of that school. The conclusion reached was that it is possible for a teacher to obtain as good results in a large class as in a small one, provided the two groups are equally intelligent.

Superintendent Bonner Frizzell, in 1928, made a study of promotion records in the schools of Palestine, Texas, over a period of ten years for high schools, junior high schools, and elementary schools. His study involved records of more than 56,000 pupils, allowing for duplication of pupils in high school subjects, and shows that in all three divisions of the school system there is no positive relationship between the size of classes and the percentage of failures.

At the college level class-size studies have been made by Edmondson and Mulder at the University of Michigan; Mueller at the State Normal School, Worcester, Massachusetts; Hudelson and others at the University of Minnesota; Holland at the University of Texas; Douglas at the University of Oregon; and Irwin at the College of the City of Detroit. In the experiments by Mueller and Irwin, small classes seemed to have some advantage over the large ones. Irwin concluded that chemistry classes should not exceed thirty pupils, particularly in laboratory work. He admitted that he has no mathematical data to verify his conclusions. Mulder's experiment was too limited to be regarded as very significant. By far the most extensive and significant of these experiments were those made at the University of Minnesota under the leadership of Hudelson, which extended over a period of three years—1924-1927—and involved 59 controlled experiments, 4 colleges, 11 departments, 21 instructors, 108 classes, and 6059 students. "Comparisons were made upon 1288 pairs of students carefully matched as to intelligence and scholarship. The final criterion was student achievement measured by tests and examinations, most of which were objective. At every scholarship level the paired students in the large classes outstripped their mates in the small".

What conclusions, we are led to ask, seem warranted from this brief survey of important class-size investigations? Stevenson[1] in summarizing previous studies in the elementary schools, says:

"These have produced results, which while conflicting, have tended to show that the size of classes is not a determining factor in the efficiency of instruction."

> Evans[2] in a doctor's dissertation on salary-instructional costs submitted to the University of Texas in 1928, states:
>
> "Major studies of class size have shown that there is no regular increase in efficiency as the class decreases."
>
> Hudelson[3], after having made the most thorough and exhaustive investigations of the literature on class-size studies which have yet been attempted, says:
>
> "Apparently the nearest one can come to the truth in a single statement is that as a result of the researches that have been conducted, the size of the class has little, if anything, to do with educational efficiency measured in terms of pupil achievement. If there is any difference, it is in favor of the small and medium sized class, and this advantage is slightly more beneficial to dull pupils."

Now for a brief consideration of local data. When the speaker was asked early last October by Chairman Mathews to discuss before this Association the problem of class-size in relation to its effect upon instruction, he at once set about to do two things: first, to send a questionnaire to representative principals throughout the state, asking their opinions as to what elements in their judgment are the determining factors in class-size; and second, to prepare a digest of data relating to class-size in the Dallas high schools. Those answering the questionnaire replied that the chief factors which should determine the size of class are ability of the teacher, type of work, teaching load, number of classes taught, pupil ability, size of classroom, and physical equipment. Only one principal stated that the maximum class-size should be 30.

For several years the speaker has kept data on size of classes and per cent of failures in the different subjects and under different teachers, as these have occurred in the ordinary run of work in the Dallas high schools. For purposes of this paper, a study was made of term marks given in the local high schools of Dallas, Texas, during the two previous sessions of 1927-28 and 1928-29. The tabulations shown in Table 1 account for 125,345 term grades given in

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1—T. R. Stevenson: Jr. or Ed'l Research Monograph, No. 4, 1923. Public School Publishing Co., Bloomington, Ill.

2—A. W. Evans: Salary-Instructional Cost Relationships. Ph.D. thesis, University of Texas, June, 1928.

3—Earl Hudelson: Class Size at the College Level. University of Minnesota Press, 1928.

5,213 classes and in 13 departments of high school work. These grades were distributed in seven class-size blocks as follows: 0-15, 16-20, 21-25, 26-30, 31-32, 33-34, and 35- up. The heaviest per cent of failures was found in the medium-sized block of 26-30, and the lowest per cent of failures in the smallest and largest blocks, with almost uniform decrease in the other blocks in both directions from the 26-30 block. This might, on the surface, appear to show that the per cent of failure diminishes with the size of class. Analysis of the classes which composed the large and small sized blocks, shows however, that the variation in failures is due chiefly to the fact that these classes contain a proportionately large number of more advanced and highly selected pupils.

Table 2 shows the variation in failures for the different subjects during the fall terms of 1927-28 and 1928-29. It will be observed that there is the widest variation in failing grades for any one subject or section, the per cent of failures ranging from zero to very high marks in nearly all classes. Obviously class-size in itself is not the determining factor. The teacher, character of work, type of pupils, etc., play a controlling part.

Table 3 shows the distribution of all grades, passing and failing, according to class-size for all subjects for the spring term of 1928-29. When all subjects are taken into consideration, size of class affects distribution of grades very slightly. The per cent of high grade—A's and B's—for all subjects is greatest for the largest and smallest blocks and least for the medium-sized block. However, the study of other data not contained in this summary table shows that the percentage of high grades contained in the different sized blocks varies with different subjects. The greatest variation is in the modern languages, where there is a very high per cent of A's and B's in the smaller blocks. Here again, however, an analysis of the types of classes that comprise the smaller blocks shows that, for the most part, third and fourth year pupils fall in the smaller blocks.

Intelligent interpretation of the data in these tables is not possible without a study of individual class reports from which the data were taken. As is generally known, there is the widest difference in the grading of teachers for pupils of approximately equal ability and in the same division of work. Per cent of failures, too, varies widely with the different subjects and with the maturity, ability, and interests of different groups of pupils.

We may conclude from an analysis of all local data that the size of class in itself is a relatively unimportant factor in the achievement of pupils, so far as term marks are concerned. This local study is not sufficiently exhaustive to warrant any general conclusions concerning the efficiency of instruction as affected by class size. It is in agreement, however, with the previous studies already reviewed and shows what has happened in the ordinary run of work in the high schools of Dallas.

In the first part of the paper the question was raised as to the meaning or implications of educational efficiency. Is efficiency of instruction to apply only to pupil achievement in marks or grades; or is it to apply also to instructional costs, building costs, total teaching load, effects upon teachers and pupils, and other factors? Evidently the latter application is the correct one. With a given school condition, efficiency demands that type of organization, administration, and teaching which will insure the greatest good to the greatest numbers, and optimum returns from all factors involved.

It is well known that large classes are more expensive than small ones; but the full significance of class-size with respect to various aspects of school costs is not generally appreciated. Henry pointed out, in 1925, that Chicago would have saved in one year nearly ten million dollars by increasing the size of classes in all elementary schools by only two pupils. Stevenson, in his study of large and small English classes, found only 1% higher achievement in classes of 20 than in classes of 38. He estimated that this gain of 1% in the small classes cost $13.00 per pupil. A. W. Evans in a very careful study of salary-instructional costs relationships found that "a relatively small increase or decrease in class size produces a relative large inverse change in instructional costs." On this point he makes this further statement: "Unless better evidence of greater scholastic efficiency in small classes appears in the future than in the past, increases in class-size, resulting from financial pressure may be expected." The approved teaching load under this Association is 150 pupils per teacher. Putting two more pupils in each of five classes will increase the load by ten pupils, or the total load by 1/15. This seemingly small increase, spread over a large number of classes and over a period of years, aggregates an enormous saving.

The exigencies of program making sometimes prevent pupils from being distributed equally in different sections. Frequently, too, there will be an excess of 30 pupils for one section but not a sufficient number to make two classes. In all such cases, good administration demands that small or reasonable excesses usually be cared for without the addition of small sections. Economies should be effected in school costs by planning buildings with rooms of different sizes. In a recent study of the distribution of class-size in San Francisco, it was found that the highest degree of utilization would be possible by providing 4 rooms of 20-pupil capacity, 30 rooms of 36-pupil capacity, and 16 rooms of 48-pupil capacity.

Apart from financial considerations, are there other advantages from large classes? Are there any inherent advantages in large classes? How do large classes affect teacher and pupils? The answer to both these questions will, of course, depend upon the teacher and numerous other factors. The following advantages are claimed for large classes: (1) They increase the educational opportunity and services of the superior teacher; (2) they are more inspiring or stimulating; (3) they afford a better audience situation and better opportunity for discussion. (4) they present a greater challenge to the brighter pupils; and (5) they tend to decrease maternalism.

On the other hand, there is much objection to large classes on the grounds that they are harmful to both teachers and pupils. It is thought that they overtax the strength of the teacher and prevent to a dangerous degree that personal touch and intimate acquaintance with pupils which are essential to effective teaching. As has been pointed out, objections to large classes are not always well founded but are too frequently based on traditional opinions and practices. Undoubtedly, however, teaching loads should not be increased so as to make the work of the teacher more burdensome or ineffective; but in determining teacher load, all factors that go to make up the total teaching load should be taken into account,—ability of teacher, personnel of the class taught, nature of the subjects taught, preparation for the subject taught, number of preparations, number of classes, physical conditions and equipment, character of supervision, amount of clerical and routine duties, extra-curricular activities, and the like. Some teachers in normal situations are now teaching large classes successfully and it does not necessarily follow that increased load will result from large classes, for the number of classes could be reduced or the teaching load lightened in other ways. Nor does it follow that there can be no effective individual instruction in large classes; for individual instruction is capable of a variety of interpretations and is not limited to private tutoring. A number of plans designed to care more adequately for individual needs without destroying the class organization are being worked out in different places with varying degrees of success; such as supervised study, contact plan, differentiated assignment, project method, and ability groupings. The possibilities of economies in the use of teacher's time through proper organization, varied procedures, improved techniques, added clerical help, and the use of objective helps, appear to the speaker to be very great. Unquestionably there are certain subjects and types of work which can be taught effectively in large classes and, in particular instances, more efficiently than in small classes. Wherever this is possible, under superior teachers, it should be done.

In the light of what has been said, the speaker believes that this Association is no longer justified in keeping the maximum class-size at 30. This limitation seems impractical of enforcement and would, if strictly adherred to, work grave hardships and injustice to a number of the best schools which are now on the approved list. It discriminates against the large schools where salaries and school costs are generally greatest by failure to give recognition to such important factors as longer tenure and superior training of teachers, fewer preparations on the part of teachers, better physical equipment, additional clercial help, increased supervisory assistance and administrative control. No one considers that this limit of 30 has been scientifically determined, as a few quotations from recognized leaders will show. C. O. Davis, in the final conclusion of his North Central Association study, which has already been discussed, states that this Association was not justified in fixing the maximum size of class limit at 30 for all teachers and all types of work, nor in limiting the maximum number of pupil-instructional hours per day to 150. The School Review of October, 1928, in commenting on Dr. Hudelson's recent book, "Class Size at the College Level," states:

> "Until experiments equally exhaustive as those tried in the University of Minnesota prove that it is dangerous to increase the size of classes, there must be grave doubt regarding the validity of the conventional standard of 30 pupils per class. The economic advantage of grouping pupils in large classes are so great the school administrators are under obligation to experiment with the possibility of reducing expenses by increasing the size of classes."

At the banquet session held in March, 1929, W. I. Early, President of the North Central Association, said:

> "Our procedure in setting up standards for the future should be more scientific. I think we all would admit, at least when we are at home, silent and alone, that we have imposed standards that bear no certain correlation to educational efficiency."

Dr. Joseph Roemer, in a recent letter to Superintendent Bonner Frizzell of Palestine, Texas, in response to an inquiry as to why the maximum class-size limit was fixed at 30, states:

> "The standard of 30 pupils to a class is wholly an a priori matter. There is no scientific evidence on this matter. The standard now used is merely one of judgment and not one of scientific derivation. The Commission is open to investigation on this point. In fact, it is one of the problems that the Southern Association has got to face up on in the next few years."

The speaker believes that the time to "face up" on the limit of class size has now arrived, and that this Association should, without further delay, remove the 30 limit.

By way of summary, the speaker wishes to make the following concluding statements which seem to be warranted from the facts presented:

1. Class-size in itself is not a determining factor in educational efficiency measured in terms of pupil achievement. Class-size experiments at different school levels are in substantial agreement on this point.

2. Class-size affects vitally almost the entire range of school costs as does no other single variant.

3. Teachers generally are opposed to large classes, and vary in their ability to teach large classes successfully. Under present conditions, general increase in size of classes would be unwise; but classes could probably be increased in a good many instances without working hardships or lowering educational

efficiency, thereby effecting considerable economies. Class-size must be considered in relation to all other factors that affect teaching load.

4. The present requirement of the Southern Association fixing the maximum class-size at 30 is no longer warranted and should be changed. Some standard or limitation with regard to teaching load, such as now obtains perhaps, is needed; but this should be flexible of interpretation so as to include all factors affecting instruction in a particular situation.

5. Efficiency of instruction should not be considered as limited to class-size and marks; but should be thought of in relation to all factors affecting teaching load, school economies, and educational gains of all kinds.

6. This Association should encourage class-size experimentation, under proper conditions, with a view to finding out what size of class is best suited to certain type situations, and what procedures and techniques will likely insure the greatest economies and educational gains.

L. V. STOCKARD,
District Supt. of High Schools,
Dallas, Texas.

REPORT ON SIZE OF CLASSES IN DALLAS HIGH SCHOOLS

Sessions of 1927-28 and 1928-29 (4 terms)

(a) Size of classes (range).
(b) Number of classes.
(c) Number of pupils belonging at close of terms (total number passed and failed).
(d) Per cent of pupils failing.
(e) Average class size.

	(a)	0-15	16-20	21-25	26-30	31-32	33-34	35-	Total	(e)
English	(b)	69	152	290	490	104	41	16	1162	
	(c)	843	2787	6764	13728	3263	1363	573	29321	
	(d)	6.7	9.2	12.4	13.2	13.	11.2	8.9	12.3	25.2
Social Studies	(b)	41	81	204	453	133	35	28	975	
	(c)	523	1473	4730	12694	4174	1169	1072	25835	
	(d)	8.2	10.8	12.5	12.6	11.3	7.2	6.3	11.7	26.4
Mathematics	(b)	51	93	231	472	96	26	3	972	
	(c)	615	1692	5399	13151	3012	873	108	24850	
	(d)	12.	15.1	17.3	17.3	16.4	17.2	22.2	16.9	25.5
Latin	(b)	72	52	76	72	7	5	1	285	
	(c)	752	944	1764	1995	223	166	35	5879	
	(d)	7.8	16.5	16.8	16.	17.	15.6	11.4	15.3	20.6
French	(b)	50	26	16	17	3	2	2	116	
	(c)	493	478	371	476	93	67	71	2049	
	(d)	5.	8.3	6.7	10.9	6.4	4.4	2.8	7.4	17.6
Spanish	(b)	71	74	130	117	14	3	0	409	
	(c)	887	1349	3008	3249	439	99	0	9031	
	(d)	9.4	18.6	20.2	20.3	22.3	24.2	0	19.1	22.
Sciences	(b)	39	66	89	58	21	13	7	293	
	(c)	463	1196	2051	1605	661	434	252	6662	
	(d)	7.5	7.6	10.9	8.7	8.	13.3	5.1	9.2	22.7
Home Economics	(b)	66	56	40	25	5	1	1	194	
	(c)	673	1006	910	688	157	33	35	3502	
	(d)	2.5	6.1	6.2	10.1	8.2	0	2.8	6.2	18.
Art	(b)	32	24	16	5	3	3	1	84	
	(c)	333	442	364	139	94	100	35	1507	
	(d)	2.4	5.4	6.	2.8	8.5	9.	2.8	5.	17.9
Music	(b)	44	9	21	15	5	6	19	119	
	(c)	441	165	487	418	157	202	951	2821	
	(d)	1.3	.6	1.4	2.1	0	3.4	1.1	1.4	23.7
Commercial Work	(b)	74	64	82	90	38	34	59	441	
	(c)	803	1166	1871	2520	1198	1140	2276	10974	
	(d)	5.8	6.6	8.8	8.9	7.2	7.8	8.5	8.	24.8
Mechanical Drawing	(b)	42	16	26	18	3	2	0	107	
	(c)	411	296	599	504	95	68	0	1973	
	(d)	7.	6.4	9.5	9.1	8.4	14.7	0	8.5	18.4
Shop Work	(b)	28	9	16	2	0	0	1	56	
	(c)	325	162	365	53	0	0	36	941	
	(d)	4.6	8.6	3.	7.4	0	0	0	4.6	16.8
GRAND TOTAL	(b)	679	722	1237	1834	432	171	138	5213	
	(c)	7562	13156	28683	51220	13566	5714	5444	125345	
	(d)	6.5	10.7	13.4	14.1	12.5	10.7	6.7	12.5	24.

RANGE OF FAILURES ACCORDING TO SIZE OF CLASSES AND SUBJECTS

Dallas High Schools

Fall Term, 1927-1928

Subject	Failing	Size of Class (Group ranges) 0-15	16-20	21-25	26-30	31-32	33-34	35-
ENGLISH	Lowest %	0	0	0	0	6.2 (5)	0	
	Highest %	40.0 (4) *	35. (1)	45.8 (2)	50. (3)	38.7 (1)	42.4 (5)	
	No. of classes	17	30	67	125	25	5	0
HISTORY	Lowest %	0	0	0	0	0	0	0
	Highest %	28.5 (4)	45. (3)	40. (1)	46.4 (1)	54.8 (1)	12.1 (3)	14.2 (8)
	No. of classes	11	22	48	108	36	4	7
MATH.	Lowest %	0	0	0	0	0	11.8 (A2)	
	Highest %	57.1 (G1)	33.3 (G2)	37.5 (A3)	40.7 (A2)	35.4 (A1)	29.4 (A2)	
	No. of classes	12	16	56	123	25	3	0
LATIN	Lowest %	0	0	0	0	3.1 (5)	9. (1)	
	Highest %	18.1 (2)	42.1 (2)	36.3 (2)	30.7 (3)	25.8 (3)		
	No. of classes	16	13	15	25	2	1	0
FRENCH	Lowest %	0	0	0	0	0	9. (1)	5.5 (3)
	Highest %	33.3 (2)	15.7 (1)	14.2 (3)	0	0		
	No. of classes	16	6	2	2	0	1	1
SPANISH	Lowest %	0	0	0	3.8 (4)	9.6 (1)	30.3 (2)	
	Highest %	46.1 (2)	55. (1)	47.4 (2)	55.5 (2)	29. (1)	30.3 (1)	
	No. of classes	19	13	29	32	5	2	0
SCIENCES	Lowest %	0	0	0	0	0	0	
	Highest %	20. (C1)	29.4 (P1)	29.1 (P1)	17.8 (C1)	26.6 (GS1)	23.5 (C1)	
	No. of classes	10	19	18	11	6	3	0

RANGE OF FAILURES ACCORDING TO SIZE OF CLASSES AND SUBJECTS

DALLAS HIGH SCHOOLS

Fall Term, 1928-1929

SUBJECT	FAILING	SIZE OF CLASS (Group ranges)						
ENGLISH	Lowest %	0	0	0	0	0	0	0
	Highest %	33.3 (2)	60. (1)	95.4 (1)	51.8 (1)	32.2 (3)	33.3 (5)	19.4 (3)
	No. of classes	24	46	70	112	28	13	9
HISTORY	Lowest %	0	0	0	0	0	0	0
	Highest %	21.4 (SS2)	37.5 (2)	37.5 (2)	51.7 (1)	29. (3)	18.1 (1)	20. (3)
	No. of classes	11	24	51	111	34	9	10
MATH.	Lowest %	0	0	0	0	3.1 (G2)	6. (G2)	20. (G2)
	Highest %	33.3 (G2)	42.1 (A2)	57.1 (A2)	58.6 (A3)	50. (A2)	26.4 (SG)	20. (G2)
	No. of classes	14	24	55	123	20	9	1
LATIN	Lowest %	0	0	0	0	18.7 (2)	3. (5)	11.4 (1)
	Highest %	50. (4)	50. (2)	38. (1)	46.4 (3)	18.7 (2)	44.1 (3)	11.4 (1)
	No. of classes	24	13	21	12	1	3	1
FRENCH	Lowest %	0	0	0	0	0		
	Highest %	25. (2)	31.5 (1)	16. (2)	20. (1)	12.9 (1)		
	No. of classes	15	4	4	6	2	0	0
SPANISH	Lowest %	0	0	0	7.4 (1)	18.7 (1)		
	Highest %	42.8 (3)	36.8 (2)	43.4 (3)	38.4 (1)	18.7 (1)		
	No. of classes	17	20	32	35	1	0	0
SCIENCES	Lowest %	0	0	0	0	0	0	0
	Highest %	40. (B4)	15. (C1)	29.1 (C1)	32.1 (C1)	15.6 (C1)	36.6 (C1)	0
	No. of classes	14	15	27	12	4	4	2

*Note: The figures in parenthesis written *after* per cent failing represent the semester division of the different subjects; for example, (4) after 40.0 means English 4, or the 4th semester English.

DISTRIBUTION OF GRADES ACCORDING TO CLASS-SIZE

All Subjects, Spring Term, 1928-29

E = % failing grades

Class Size	No. of Classes	A 100-94	B 93-86	C 85-78	D 77-70	E 69-	Number Belonging	Average Class Size
0-15	168	8.1	25.6	31.6	27.7	6.7	1907	11.3
16-20	205	6.3	22.2	28.2	33.1	10.	3743	18.2
21-25	354	5.7	20.	27.6	34.1	12.3	8206	23.1
26-30	460	6.2	20.1	28.3	32.7	12.4	12811	27.8
31-32	108	7.3	20.4	27.6	33.3	11.1	3395	31.4
33-34	43	7.4	21.5	29.1	32.2	9.5	1437	33.4
35-up	56	8.7	25.7	31.1	26.5	7.8	2184	39.
	1394	6.5	21.1	28.5	32.4	11.2	33683	24.1

Following Mr. Stockard's address the Chair recognized Mr. F. C. Jenkins of Millsaps College who made the report for the Central Reviewing Committee. (See Table I.)

POSITION OF OTHER REGIONAL STANDARDIZING AGENCIES ON SIZE OF CLASSES

The next item of interest was an address by Mr. J. C. Harwood, Principal, John Marshall High School, Richmond, Virginia. Mr. Harwood's address follows:

Standards of Other Regional Associations on Pupil-teacher Ratio and Teacher-load.

On October 11th I received a letter from the Chairman of the Commission asking me to get "the standards of the other regional agencies on the size of classes." In thinking over the matter it seemed to me that we had to ask for two things:

(a) The pupil teacher ratio and
(b) The teacher load.

Accordingly I wrote to the Presidents of the other four regional associations, asking for their standards on these items and asking further for any recent or contemplated action on them.

I received replies as follows:

1. The New England Association of Colleges and Secondary Schools.

Mr. Walter Ballou Jacobs, the secretary, writes:

"The Association does not require the satisfaction of any standards. It does, however, recommend standards, and these standards are now under discussion, and will be acted upon at the next annual meeting of the Association in December."

2. Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland.

Dr. E. D. Grizzell, chairman, promptly sent the standards, which are as follows:

(a) "No school with an excessive number of pupils per teacher, based on *average attendance*, shall be accredited. The Association recommends thirty as a maximum."

(b) "The number of daily periods of class room instruction for a teacher should not exceed five. A school requiring of any teacher more than six periods a day, or a daily load of more than one hundred and fifty pupil periods, *must justify, under Standard 2 the deviation from this standard.*"

(Standard 2, referred to above, says in part, "Exceptions to . . . . . standard on teaching load will be made only when the school submits positive evidence that its work is efficient and satisfactory." In the first part of the standard it indicates that this "evidence" may be secured by "*inspection, or by achievements of their graduates in higher institutions.*")

3. The NORTH CENTRAL ASSOCIATION of Colleges and Secondary Schools.

Dr. J. B. Edmondson, secretary, forwarded the standards, which are as follows:

(a) Pupil-teacher ratio 25 to 1 is *recommended*, but there is no violation of standard unless the ratio exceeds 30 to 1. The standard reads:

"An *average enrollment* in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard the principal, vice principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-time clerks for one full-time teacher."

(b) There does not seem to be any *standard* on the number of pupil-periods per day per teacher, but there is a *recommendation* of the following norm:

"The total number of pupil-periods per day—150 per teacher."

4. The NORTHWEST ASSOCIATION of Secondary and High Schools.

Dr. Phil Soulen, secretary of the Association, sent a copy of the standards as follows:

"No school showing an excessive teacher load shall be accredited. The Association *recommends* that (1) the *average daily attendance for October* divided by the number of full-time teachers should give a quotient not greater than twenty-five; (2) the number of daily classes taught per teacher should not exceed five; (3) the total number of students instructed by any teacher of academic subjects should not exceed 150 per day. The following are maximums and, if exceeded in any particular *constitute violations of this standard:*

(1) Teacher-pupil ratio 1—30.
(2) Six classes per teacher per day.
(3) 160 student hours per day for any academic teacher.

Interpretation: In determining the teacher-pupil ratio the following may be included under the term "teachers" for such time as they give to high school work or management: Principals, vice principals, study hall teachers, vocational advisers, librarians, and supervising teachers."

DISCUSSION

The Southern Association is much more severe in its standards on pupil-teacher ratio and teacher load than any of the other associations. For example, let us apply the standard on pupil-teacher ratio to a specific case.

On October 1st, one of the schools in the Association had an enrollment of 3,225 and an average attendance of 2,978, with 122 teachers and 8 supervisory officials. Its pupil-teacher ratio in

(a) The Southern Association is .... $\frac{3225}{122}$ or 26.4

(b) The Middle States .... $\frac{2978}{122}$ or 24.4

(c) The North Central .... $\frac{3225}{130}$ or 24.8

(d) The Northwest .... $\frac{2978}{130}$ or 22.1

Again, take the teacher load.

(a) The Southern Association says:

"The maximum teaching load *shall be* 750 pupil-periods, with not more than six daily recitations."

(b) The Middle States Association says:

"A school requiring of any teacher more than six periods a day, or a daily load of more than 150 pupil periods, must justify the deviation from this standard."

(c) The North Central Association has no *standard* on teacher load but recommends as a norm

"150 pupil periods per day per teacher."

It says further:

"Reasonable deviation may be made from the recommendations provided that the load as a whole is reasonable."

(d) The Northwest Association says:

"An excess of 160 student hours per day constitutes violation of standard."

Mr. Chairman, our standards are sorely in need of revision—not only those under discussion—all of them. We have taken tithes of anise and of cummin and have neglected the things of the spirit.

What is the *unpardonable sin* in the Southern Association? Listen! "A school whose record shows an excessive number of pupils per teacher . . . . . even though they may technically meet all other requirements will be rejected. The Association recognizes thirty as a maximum." This too, in the face of scientific and statistical investigations which have all shown that *class size*, in and of itself, does not determine the *efficiency of teaching*. The North Central Association ten years ago abandoned class size as one basis of accrediting schools. (See North Central Association Quarterly for September, 1929, p. 208.)

If we are going to have one commandment that is greater than any other, I would rather favor our standard 8, which has been in our decalogue, but has been little used. It reads:

"The Dean's Report *shall be* taken into consideration in warning schools." Which way? I answer *both ways*. If, notwithstanding handicaps of library and equipment, of crowded conditions and overburdened teachers—if, in the face of all this the deans' reports show that the work of the school has been efficient, I think we should hold out a helping hand.

On the other hand, when a school has plenty of funds, good equipment, well prepared teachers—all the things that should make efficient teaching easy—and fails to turn out properly prepared graduates, standard 8 should certainly be taken into consideration.

At the Jacksonville meeting, Dr. Roemer reported the study of a particular group of schools, members of the Association in full standing and all the odor of sanctity, whose failures at college ranged from about 25% to 100%. The Association gasped—*and did nothing.* So far as I know these schools still exhale an odor of sanctity and are still in good standing, notwithstanding standard 8.

At the meeting in Charleston a member of the Association, roused by improper athletic practices, preached a crusade against athleticism. Fired by his eloquence, the Association enacted a standard on this subject and a special meeting of the executive committee had to be called to get us out of trouble.

At the meeting in Jacksonville, the golden-tongued inspector from North Carolina presented a report on Libraries, and we adopted it and made it a standard with only one dissenting vote. Now we are in trouble with that.

Other members, of longer service in the Commission, will doubtless remember other similar occasions where we have tinkered with the standards. I protest that this is not a dignified procedure. It ought not to continue.

We ought to have a Standing Committee on Standards and all resolutions affecting standards ought to be referred to it for a report before action is taken by this body. It ought to be a representative committee with a progressive on it, who will keep up with what the other associations are doing and with the scientific investigations that are being made in the educational world. There ought to be a conservative on it to preserve the good that is in our former practices and to act as a brake on over-enthusiasm. And, if you will, let there be a fool on it to ask questions and to represent the majority of us.

We have made a good start in establishing a continuing committee on revision of the blank. We have taken another good stand in appointing a continuing committee of experts to examine these blanks.

Now let us go a step further and have a committee on standards to make the work of these other committees worth while.

Mr. Chairman, our standards ought not to be a Procrustean bed on which the secondary schools shall be stretched out or chopped off to make them fit. It should be an elevator to lift the weaker schools to a higher level. Then, too, there ought to be opportunity in our standards for some schools to be *different:* there ought to be room for experimentation and research. Otherwise we shall only bring them all up to dead level of mediocrity.

When we copy a practice from another association we ought not to go them one better, in a holier-than-thou attitude, as we did in the matter of inspections. (The standards in the other association say "there shall be a *sympathetic* inspection," but when the Southern Association took over this standard, they changed the word *sympathetic* to *systematic.*)

We ought not to have contradictory or impossible standards, one of them saying "if this standard is violated even though all others are satisfied the school will be rejected," and another saying "the dean's report shall be considered in warning schools."

In conclusion, I repeat that my study has convinced me that the standards of the Southern Association are more severe and more systematic, certainly less sympathetic, than those of the other associations, but I am not prepared to suggest any hasty action by this commission. I think that we ought to have a committee on standards to study the conditions and to report their recommendations, and to keep on studying and reporting.

STANDING COMMITTEE ON STANDARDS

Following this address, Secretary Roemer made the following motion:

"That there be appointed a special committee by this Commission for the purpose of studying the whole matter of 'the relation of size of classes to the efficiency of instruction'; and that financial provision for the work be provided for in the budget of the Commission."

After a heated discussion on this question, Dr. W. R. Smithey moved the following substitute motion which prevailed:

"That there be appointed by the Chair a standing committee on revision of standards, said committee to have an appropriation for carrying on its work, and to report findings and recommendations to this Commission."

Upon motion of W. L. Spencer the following was adopted:

"That the Committee on Standards be authorized to grant to high schools connected with institutions engaged in training high school teachers approval to carry on certain specific experiments in high school organization and procedure. Such high schools are to report regularly on these experiments to the Committee on Standards and to be supervised by this committee as far as it seems necessary. The work of this committee is to be subject to the approval of the Commission."

FOUR YEAR NON-MEMBER LIST

Dean N. W. Walker then reported the results of a joint committee appointed yesterday for the purpose of considering the discontinuance of the Four Year Non-member List. His report was as follows:

(1) That it was not advisable at this time to discontinue the list.

(2) That it was not advisable to add any other schools to the list.

(3) And that it was advisable to discontinue the list as soon as possible.

The Commission endorsed this joint-committee report.

There being no further business the Commission was adjourned until the afternoon session.

WEDNESDAY, DECEMBER 4, 1929

Afternoon Session

The afternoon session was called to order by Vice-Chairman J. A. Stoddard at 2:00 o'clock.

After some preliminary announcements, Chairman J. A. Lyon, of Tulane University, made a report on the "Revision of Blank." This revision was adopted. It follows:

Report of Committee on Revision of Blank

It is recommended by this committee that all schools, whose enrollment for the preceding year is less than 200, submit their reports in detail as heretofore, upon such form as we now have, amended to accord with the standards as they may be changed.

Also, any school which has been warned or advised by the Commission, and any school applying for accrediting, must submit detailed report on this form. Further, the State Committee may require of any school, upon due notification, such detailed report.

All schools, of enrollment 200 or more, which are in "good and regular standing," shall file detailed reports every third year only, those for 1930, 1931, 1932 to be designated by the state chairman, thereafter in regular rotation. In the other years, these schools must submit an abridged report (blank to be prepared), covering certain essential items, only such as total enrollment, number of teachers, data concerning teachers employed in this school for the first time, etc.

Immediately following this report Dr. Lyon also reported on the "Revision of Standards." Under this heading he made the following recommendations which were adopted:

Report of Committee on Reorganization and Revision of Standards

Your committee begs to report that the Chairman sent out letters to each member of the Committee and to the Chairman of the State Committees asking for suggestions, etc., on which revisions might be proposed. Answers were received from six sources, making suggestions on several major and minor matters. Of these, the Committee has selected at this time, two, on which it makes herewith a brief report. It is ready to turn over to any succeeding Committee consideration of further items now in its hands.

1. *Library Standards*: Since this matter is to be acted upon at this meeting of the Commission, any action of this Committee would be unnecessary, the matter being cared for in whatever action the Commission takes relative to Library Standards.

2. *The Committee recommends*:

(a) That Standard C relative to teaching load, 750 pupil periods per week, be retained as now stated. (Proceedings, 1928 p. 298.)

(b) That Standard I relative to teacher-pupil ratio (30:1) be retained, with the change of the wording, "as based on the average number belonging" to "as based on the number enrolled October 1."

(c) That the statement, "The enrollment in no class should exceed 30 pupils, as the efficiency of instruction is thereby impaired"—an explanatory statement or interpretation under Standard I—be changed to read, "The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as 40 in any class may subject the school to special investigation."

UNIT COURSES

The next item of business was a report by Chairman J. S. Stewart on a unit course of study in music. Chairman Stewart stated that he had recently had an interview with one of the officials of the National Association of Music Supervisors regarding the reorganization or revision of requirements for music in high school. In this conference, Chairman Stewart also was given the proposed revision which he presented to the Commission and recommended that it be published in the Proceedings for the purpose of securing expressions upon it during the coming year. It was moved that all action on this matter be deferred until the next meeting of the Commission. The proposed revision follows:

HIGH SCHOOL AND COLLEGE ENTRANCE CREDITS IN MUSIC

High School Credits for Music Study

The Committee on High School and College Entrance Credits in Music of the College and Conservatory Section of the Southern Conference for Music Education, presents the following revised plan for crediting music study in the High Schools and for College Entrance for the consideration of the Commission on Secondary Schools of the Southern Association of Secondary Schools and Colleges. The plan is divided into four sections, namely:

I. Qualifications for Teachers of Music in High School.
II. High School Music Courses.
III. Procedure.
IV. College Entrance Credits in Music.

Remarks: The Plan was recommended by the Committee of the College and Conservatory Section of the Southern Conference for Music Education and unanimously adopted by the Conference at the business session on Friday, March 8, 1929, with the following request: "That the Conference submit it to the Southern Association of Secondary Schools and Colleges."

I. Qualifications for Teachers of Music in High School

The teacher in the High School shall have the general education as well as the special music education required by the State authorities for certification in accordance with specific details as outlined below:

(a) *Diploma and Certificate Obtained in Recognized Institutions.*
(b) *Satisfying the Requirements established by State Examinations.*

II. High School Music Courses:

(a) *Elementary Theory of Music, Including Ear-Training, Sight-Singing and Music Dictation.*

Principles of notation; symbols; abbreviations; signs; embellishments; scales; intervals; chords; cadences; measure; tempo; dynamics; forms and styles; tonal concept; pitch; intonation; recognition and singing of intervals; drills in major and minor scales; exercises in sight-singing; elementary rhythmic problems; melodic dictation; etc.

Five periods per week, one year. Credit: one unit.

(*b*) *Advanced Ear-Training, Sight-Singing and Music Dictation*

Drill in scales and intervals continued; recognition of chords; transposition; non-harmonic tones; more difficult dictation; etc.

Five periods per week, one year. Credit: one unit.

(*c*) *Harmony*

Primary and secondary triads and their inversions; cadences; seventh chords; harmonization of simple melodies; simple modulation and chord analysis; keyboard harmony.

Five periods per week, one year. Credit: one unit.

(*d*) *History and Appreciation of Music*

The correlation of music with the study of general historical movements; primitive music; folk song in the middle ages; church music; classic composers; opera; romantic composers; modern music; American music.

Five periods per week, one year. Credit: one unit.

(*e*) *Chorus;* (*f*) *Glee Club;* (*g*) *Band;* (*h*) *Orchestra*

Variable time allowance, to be credited on the laboratory basis. There being no required outside preparation, membership to be limited on the basis of regularity of attendance, seriousness and interest. The material used to be of high musical worth.

(*i*) *Applied Music*

Courses in applied music, including piano, voice and symphonic instruments, also instrumental and vocal classes, etc., shall be credited in accordance with the approved plans for credit in music study under private instruction or in High Schools as operative in the different States.

A four-year course will be credited with *two units.*

NOTE: No credit will be granted in applied music unless course "A" under Section II (High School Music Courses) is satisfactorily absolved.

III. Procedure

The procedure in teaching shall be as that of other academic subjects, with recitations, assigned work for outside preparation, examinations, etc., except for courses "E," "F," "G" and "H" above.

IV. College Entrance Credits in Music

The Committee recommends that the units of credit in music obtained in accordance with the outlined plan of High School credits for Music Study be the accrediting basis for College Entrance Requirements. The maximum number of units over and above any prescribed units in subjects other than music shall be *three units;* with the exception of Applied Music in which only *one unit* will be offered in the *fifteen units* for any degree.

It is recommended that this Plan form the basis for crediting music in the High School and on College Entrance in the Southern States.

Respectfully submitted,

THE COMMITTEE ON HIGH SCHOOL AND COLLEGE ENTRANCE CREDITS IN MUSIC.

(*Signed*) WM. C. MAYFAITH, *Chairman.*
For the Committee.

Unit Courses of Study Defined

NOTE: In order to make available printed material on the various units in the high school course of study, the Commission instructed the Secretary to reprint in the Proceedings a Committee report adopted at the Jacksonville meeting in 1927. This report follows:

The Reviewing Committee has had access to the former reports of the Commission; to the Carnegie Foundation Report; to the Report of the College Entrance Examination Board; to the Report of the Classical Investigation, and of the Mathematics Investigation; and the Report of the N. E. A. Committee on the Reorganization of Secondary Education; to the bulletins of the National Board for Vocational Education and their state plans and other sources.

No attempt has been made to prepare a manual. The attempt has been to define in as few words as possible the different unit courses with some reference to sources where the teacher may find a fuller discussion of the several high school subjects. No attempt has been made to prepare high school curricula, as this is beyond the province of the Committee.

It is hoped that this brief report will enable high school faculties and college entrance committees to reach a clearer evaluation of unit courses.

Respectfully submitted,

J. S. Stewart, E. L. Robinson, Frank F. Hooper, R. F. Thomason, R. E. Blackwell, J. R. Lin, Leo H. King, J. A. Stoddard, S. J. McCallie, Committee.

NOTE: This report was adopted without a dissenting vote at the Jackson meeting.

ENGLISH

See (1) National Conference on Uniform Entrance Requirements in English; (2) Report of N. E. A. Commission on Reorganization of English 1917, No. 2, price 20c, Supt. of Documents, Washington, D. C.

I. Grammar and Composition—2 units, *Habits of correct, clear and truthful expression.* Throughout the high school English course there should be a carefully graded course in oral and written composition, and instruction in the practical essentials of grammar, a study which should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech defects, foreign accent, and obscure enunciation (see bulletin above pages 29-93, pages 39-44, 59-62).

II. Literature—2 units, *Ability to read with intelligence and appreciate work of moderate difficulty; familiarity with a few master pieces and outline of English and American Literature.*

Concurrent with part I, there should be a carefully graded course in literature. The selections of the National Conference, referred to above, or the lists in bulletin No. 2 above (pages 45-53, 76-84) or books of combined classical texts may be used. Selections from these sources should be made for careful reading, in some cases for study, other selections should be assigned for home reading on the part of the pupil, and still others for classroom reading on the part of the pupils and instructor. It should be kept in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination. Directed collateral home reading should be a part of every year of school life.

THE SOCIAL SCIENCES

See Bulletin No. 28, 1916, Social Studies on Secondary Education, Superintendent of Documents, Washington, D. C. (10c); also report of the American Historical Association by Committee of Five (Macmillan); and the College Entrance Examination Board Requirement of April, 1924.

History I—Early European History—1 unit.

This course should devote a half year to the study of the Ancient Orient and Greece, as far as the expansion of Greek culture throughout the Mediterranean world. The second half year should be devoted to the history of Rome and the period after the downfall of the Roman Empire, preferably extending to the beginnings of modern Europe in the Seventeenth century. The text should be approximately 500 to 700 pages in length. Especial emphasis in the latter period should be laid on the history of England.

History II—Modern European History—1 unit.

This course should include a brief review of Mediæval history and should be devoted to modern European history, including the history of England, down to the present time, as treated in a good modern text of not less than 500 pages.

History III—History of the United States with or without *Civics*—1 unit.

The period of American history prior to 1763 should be treated briefly as a background for subsequent epochs. Where Civil Government is a part of the course it should be given at least a fourth of the time, and it should be closely co-ordinated with American History at every point of contact.

The text in American History should be a modern one of approximately 500 pages, and should cover the Great War. The text in Civil Government should be of recent date, and should be of not less than 300 pages.

All history courses should be supplemented (1) by collateral reading, including source books and historical novels and poems, (2) by training in comparing historical characters, institutions, periods, and contemporary events, and in tracing the development of important movements through a considerable period of time, and (3) by practicing on locating places, areas, boundaries, and routes historically important. The influence of climate, geographical contour, and situation relative to the sea should also be taught.

Economics—½ unit.

An elementary study of production, supply and demand, exchange, trade, taxation, distribution and consumption of wealth with practical application to local, state and national problems.

These courses are predicated on a previous study in the grades of United States History and Community Civics. A brief world history is also advised for this lower period.

MATHEMATICS

The requirements in mathematics are based upon the report of the National Committee on Mathematical Requirements, published in bulletin 1921, No. 32, Bureau of Education, Superintendent of Documents, Washington, D. C., price 10c.

Algebra I—Algebra to Quadriatics—1 unit.

First year Algebra as treated in good text books issued since 1921 based on report of National Committee on Mathematical Requirements to include—the meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with which the pupil is familiar, and the derivation of such formulas from rules expressed in words; the graph, and graphical representation in general, the construction and interpretation of graphs; negative numbers; their meaning and use; linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems; ratio, as case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems; the essentials of algebraic technique; exponents and radicals; simple cases; numerical trigonometry.

Algebra II—Quadriatics and Beyond—1 unit.

Second year Algebra as treated in good textbooks issued since 1921 based on the report of the National Committee on Mathematical Requirements—to include numerical and literal quadriatic equations in one unknown quantity. Problems; the binominal theorem for positive integral exponents, with applications; arithmetic and geometric series; simultaneous linear equations in three unknown quantities; simultaneous equations, consisting of one quadriatic and one linear equation, or of two quadriatic equations of certain types. Graphs; exponents and radicals; logarithms.

Plane Geometry—1 unit.

The usual theorems and constructions of good textbooks issued since 1921 based on the report of the National Committee on Mathematical Requirements, to include the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of angles; similar polygons areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of lines and plane surfaces.

Solid Geometry—½ unit.

The usual theorem and constructions of good textbooks issued since 1921 based on the Report of the National Committee on Mathematical Requirements—to include the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of surfaces and solids.

Arithmetic—½ unit.

A study of a high school text during the last two years of the high school course, one-half year.

LATIN

This report is based upon the Classical Investigation Part I, General Report, which can be secured from the Princeton University Press. This report should be on the desk of every Latin teacher.

First Year Book—1 unit.

A recent textbook based upon the Classical Investigation, including the reading of 25 to 35 pages of easy Latin.

Second Year Latin—1 unit.

In the first semester the reading of not less than 40 pages of continuous easy Latin taken from beginner's books and Second Year Latin books, supplemented by selections from elementary readers.

In the second semester the reading of not less than 40 pages standard text selected from Caesar's wars, Nepos, or other authors found in recent textbooks on Second Year Latin.

Third Year Latin—1 unit.

An amount of classical Latin of not less than 60 standard pages from Caesar, Cicero's Orations, Ovid, Virgil, or from texts combining classical selections. (See pages 150-151 Classical Investigation.) Three-fourths present amount.

Fourth Year Latin—1 unit.

An amount of classical Latin of not less than 100 pages selected from Cicero, Ovid, Virgil or from collections of writings, covering these authors (see page 151, Classical Investigation), four-fifths present amount.

Collateral readings in English, studies in the grammar, sight reading and composition should be a part of these courses in Latin.

GREEK

Beginner's Course—1 unit.

A study of a recent text based upon the Classical Investigation, including the rudiments of grammar and the reading of from 15 to 20 pages of continuous easy Greek with supplementary readings.

Second Year Greek—1 unit.

A continuing of the study of grammar with the study during the first semester of twenty pages of continuous reading from the first year book, with supplementary readings. During the second semester an amount of classical Greek equivalent to thirty pages of continuous reading. The whole Anabasis should be read in English.

FRENCH

Elementary—2 units.

A modern textbook combining the Direct or Natural method with the Grammar method of teaching French, so as to secure careful drill in pronunciation; the rudiments of grammar; abundant easy exercises for composition and direct method drill; and easy texts selected for translation. During the second semester from 50 to 150 pages of easy French classics should be read in conjunction with the textbook work.

During the second year, continued drill on the rudiments of grammar; direct method composition and pronunciation, based on literary selections; the reading of 250 to 350 pages of easy modern prose in the form of stories, plays, sketches, either separate classics or combined selections; writing French from dictation; and abstracts oral and written, of portions of texts read.

SPANISH

Elementary—2 units.

See description of French above.

GERMAN

Elementary—2 units.

See description of French above.

SCIENCE

Based upon the N. E. A. Report of Reorganization of Science in Secondary Schools, Bulletin 1920, No. 26, Bureau of Education, Superintendent of Documents, Washington, D. C. Price 10c.

NOTE: In all science courses two double periods a week throughout the year must be devoted to laboratory work, three single periods to classroom work; a minimum of 300 minutes a week; five 60-minute periods will be accepted as the equivalent.

I. General Science—1 unit (see bulletin above, pages 25-27).

An introductory course in science based upon a recent good textbook of 400 to 500 pages to include topics such as combustions, water, air, weather, light and its benefits, work and energy, magnetism and electricity, nature's balance of life and topics of the students' environment, a combination of class presentations of out-of-door experiences, of individual laboratory work and of teacher-and-pupil demonstrations is required with use of laboratory manual, seven periods a week must be devoted to class, field and laboratory work.

II. Biological Sciences—1 unit (see bulletin above, pages 29-35).

A recent textbook of 400 pages or more based upon the N. E. A. Report on Biological Sciences. Observations, laboratory experiments, drawings, results and conclusions must be accurately recorded in manual. Class, field and laboratory work, seven periods a week throughout year required.

III. Chemistry—1 unit (see bulletin above, pages 36-49).

A recent textbook of 400 or more pages based upon the recommendations of the N. E. A. Report on Chemistry. Class, individual laboratory work, teacher-pupil demonstrations, seven periods a week, comprising at least 40 carefully selected experiments by pupils to develop wholesome scientific habits of thought and practice are required.

IV. Physics—1 unit (see bulletin above, pages 49-60).

A recent textbook course of 400 to 500 pages based upon the recommendations of the N. E. A. Report, with individual laboratory work comprising at least 40 experiments, instruction by lecture-table demonstrations. Class, laboratory work and demonstrations, seven periods a week throughout the year required.

V. Physiography—1 unit.

This course in physiography should include the use of one of the recent textbooks with an approved laboratory and field course of at least 40 exercises actually performed and recorded by the student. Seven periods throughout the year required.

SCIENCE NOTEBOOKS

Special importance should be attached to the evidence which the notebook affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed as distinguished from statements which are merely transcribed from the textbooks. Unit credit will not be given for non-laboratory courses in any science. Individual laboratory work carefully worked out in laboratory required of each pupil. Collateral assigned library reading should be part of each course.

Vocational and Practical Arts

For the present not more than four units in vocational and practical arts are accepted for graduation from an accredited high school or for admission to a college operating under the standards of this association. This permits of 12 academic units in the 16 units.

Vocational Agriculture—1 to 4 units.

One unit equivalent to a double period daily or a minimum of 360 minutes a week, throughout the year, covering farm crops, horticulture, animal husbandry, farm engineering, farm management. Home projects may count one-fifth of the double period time. For a description of work, see the several state plans for Vocational Agriculture; also bulletin No. 33, 1920, Agriculture in Secondary Schools, Supt. of Documents, Washington, D. C. Price 5c.

Vocational Home Economics—1 to 4 units.

One unit equivalent to a double daily period or a minimum of 360 minutes a week throughout the year. Home projects may count one-fifth. For a description of the work, see the several state plans for Home Economics, also Home Economics Education Bulletin No. 28, Federal Board Vocational Education, Washington, D. C., and the Bulletin No. 5, N. E. A. Commission reorganization of Home Economics in Secondary Schools, Supt. of Documents, Washington, D. C. Price 10c.

Commercial Subjects—1 to 4 units.

Credit will be given on the basis of a laboratory subject, that is double periods for all practice in technique, a minimum of 300 minutes a week constituting a unit in time.

For description of work in bookkeeping and office practice, type-writing and stenography see Bulletin No. 55, 1919 N. E. A. Commission, Business Education in Secondary Schools, Superintendent of Documents, Washington, D. C. Price 10c. Pages 39-52.

SHOPWORK

Under the head of shopwork are included the following subjects: Woodwork, forging, machine work, and the gas engine. Proficient training in these subjects will be credited according to the time they are systematically followed, one unit being equivalent to a double daily period, or a minimum of 360 minutes a week, throughout the year. The student should be familiar with the nature of the usual shop processes and methods of work and the properties of the materials commonly used in construction. See state plans for Vocational Shopwork, and recent textbooks on the subject involved.

Freehand Drawing—1 unit.

Credit will be given on the basis of double periods for all practice in technique, a minimum of 300 minutes a week throughout the year, or the equivalent in two or more years, constituting a unit in time. A full year's work in freehand drawing should include sketching from the object, simple geometrical plane and solid figures, simple pieces of machinery and simple natural objects such as living plant forms; a fair knowledge of the rules of perspective and of light and shade as applied in freehand sketching. At least twenty should be completed and submitted.

Mechanical Drawing—1 unit.

Credit will be given on the basis of double periods for all practice in technique, a minimum of 300 minutes a week throughout the year constituting a unit in time.

A full year's work in mechanical drawing should include elementary courses in the following: (1) use of drawing instruments; (2) geometric construction; (3) orthographic projection; (4) isometric projection; (5) working drawings.

It is of great importance that the student should form correct habits of work when learning to use the drawing instruments, and that he should aim from the beginning to make his work in pencil clear cut and accurate regardless of whether or not to be inked. The plates should be properly certified by the teacher.

PHYSICAL EDUCATION—1 unit

Credit to be given on the basis of a laboratory subject, that is, double periods for all practice in techinque, a minimum of 300 minutes a week throughout the year or the equivalent in two or more years, constituting a unit in time.

See Bulletin No. 50, 1917, N. E. A. Commission, Physical Education in Secondary Schools, Superintendent of Documents, Washington, D. C., price 5 cents, for discussion of content of course.

MUSIC

I. Public School Music—1 to 2 units.

Credit will be allowed on the basis of a laboratory subject, that is, double periods for all practice in techinque, a minimum of 300 minutes a week for a year or the equivalent in four years, constituting a unit in time. The course should cover musical theory and harmony and musical appreciation and history. Colleges will accept only half or whole units. See Bulletin No. 49, 1917, N. E. A. Committee, Music in Secondary Schools, Superintendent of Documents, Washington, D C., price 10 cents.

II. Applied Music, piano, violin, voice—1 to 3 units.

Credit to be given toward graduation on the basis of a laboratory subject, with double periods for practice. See above Bulletin, pages 28-32, for details of course and plans for conducting work. Colleges accepting these units will require 12 academic units out of 16.

NOTE:—Some schools give credit for avocational or supplementary work in physical training, music, orchestra, etc., on the basis of "Points," a point being one period a week for a half year. Ten points would equal a unit. In such cases, the schools require 4 units a year and 2 or more points, or 16 units and 10 or more points, for graduation.

REVISION OF LIBRARY STANDARDS

Chairman Highsmith was given the floor and presented a revision and interpretation of the new library standards which are to go into effect September, 1930. His report which he presented was adopted. It follows:

NEW LIBRARY STANDARDS

I. BOOKS

(1) Enrollment of 100 or less students, 500 well-selected books, exclusive of government documents and text-books, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students, 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students, 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students, 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students, 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. LIBRARIAN

(1) Enrollment of 100 or less students, teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students, half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half-time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students, full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students, same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students, full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable, a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. APPROPRIATION

(1) Enrollment of 500 or less students, annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students, annual appropriation of at least $ .75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. COURSE IN USE OF LIBRARY

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. ORGANIZATION

(1) Enrollment of 100 or less students, at least an adequate shelf list made and an adequate loan system installed.

(2) Enrollment of more than 100 students, card catalogues, shelf-lists, accession record and adequate loan system.

VI. EQUIPMENT

(1) Enrollment of 100 or less students to 200, separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students, separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students, same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students, same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for Groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

VII. DATE THAT THESE REGULATIONS BECOME EFFECTIVE

(1) The regulations are to become effective in the fall of 1930. Schools not fully meeting the above standards are to be warned for the year 1930-31.

In the fall of 1931, schools not meeting fully the standards are to be marked with a *, signifying that the schools so marked have not fully met the Library Standards. A footnote shall be attached to each state list explaining that schools so marked have not yet met the standards in full. In the fall of 1932, the schools not meeting the standards in full are to be again marked with a * with a footnote at end of each State list that this is the final warning. In the fall of 1933, all schools not meeting the standards in full subject themselves to being dropped from membership within the Association.

(2) The Commission desires to go on record that there is no desire to be retroactive in regard to Librarians now employed, in schools (December 4, 1929). Where Librarians are now giving efficient and satisfactory service, no effort will be made to impose undue burdens upon them. The Commission does reserve the right, however, to require of such Librarians reasonable additional training in Library Science.

(3) The Committee suggests that a committee be appointed to cooperate with a committee from the Commission on Institutions of Higher Learning, this joint committee to work out a list of approved library schools and courses in Library Science.

As provided in the above report, the following committee was appointed to confer with a like committee from the Commission on Higher Institutions with reference to providing training for librarians. The committee appointed was:

J. H. HIGHSMITH, *Chairman.*
J. McT. DANIEL.
S. J. McCALLIE.

TELEGRAM

At this point the Secretary was instructed to send the following telegram to Chairman E. J. Mathews, who had been called home on account of the illness of his Mother:

> "The Commission in session this afternoon instructed me to send an expression of genuine sympathy for you in the distressing circumstances which called you home."

RESEARCH ASSISTANCE PROFFERED THE COMMISSION

The Chair next recognized Dr. F. P. Bachman, of the Division of Field Studies of Peabody College for Teachers, who offered to cooperate with the Commission in prosecuting some of its problems and studies of a research nature. At the close of his address the Chair expressed the appreciation of the Commission for this splendid offer of service. Dr. Holton, of Duke University, offered the following resolution, which was adopted:

> (a) "That the Commission on Secondary Education express to Dr. Frank P. Bachman appreciation of the tender, on the part of the Division of Field Studies at Peabody College, of help in the research problems of the Commission as they from time to time arise;
>
> (b) "And that standing committees of the Commission needing help in research connected with their work be authorized to avail themselves of this offer, subject only to the approval of the Chairman of the Commission as each case arises."

REPORT OF COMMITTEES

A. AUDITING. The Secretary turned over to the Auditing Committee his ledger and a statement of his accounts to date as approved by Secretary Snavely, of the Association. The statement of accounts is as follows:

FINANCIAL STATEMENT

COMMISSION ON SECONDARY SCHOOLS 1928-1929

			Spent	Budget
1.	Ledger, etc.		$ 30.95	$ 31.00
2.	Convention Expenses—			
	Dec. 13—Joseph Roemer	$ 26.75		
	Dec. 26—Joseph Roemer	3.99	30.74	40.00
3.	Program—			
	Dec. 13—Pepper Printing Co.	6.00	6.00	6.00
4.	Clerical Hire—			
	Dec. 26—Virginia Dale	75.00		
	Jan. 12—Pepper Printing Co.	.50		
	Jan. 25—J. E. Price	25.00		
	March 23—J. E. Price	25.00		
	May 1—Virginia Dale	70.85		
	May 9—Ed Price	25.00		
	June 20—Joseph Roemer (for Aline Roemer)	10.00		
	Aug. 4—Joseph Roemer	7.95		
	Aug. 27—Virginia Dale	65.00		
	Sept. 2—Joseph Roemer	10.60		
	Oct. 9—Virginia Dale	65.00		
	Nov. 3—Virginia Dale	35.00		
	Nov. 11—Virginia Dale	65.00		
	Nov. 11—Ed Price	20.00	500.40	500.00
	Nov. 14—Pepper Printing Co.	.50		
5.	Stamps—			
	Dec. 26—Joseph Roemer	3.00		
	Jan. 16—Joseph Roemer	10.00		
	June 10—Joseph Roemer	2.00		
	July 25—Joseph Roemer	5.00		
	Aug. 14—Joseph Roemer	2.00		
	Sept. 2—Joseph Roemer	2.00		
	Nov. 6—Joseph Roemer	20.00	64.00	50.00
	Nov. 16—Joseph Roemer	20.00		
6.	Stationery—			
	Dec. 26—Joseph Roemer	1.25		
	Jan. 21—Pepper Printing Co.	18.27		
	Jan. 29—Pepper Printing Co.	1.00		
	March 15—Gainesville Furn. Co.	1.90		
	March 16—Pepper Printing Co.	2.15		
	March 20—Pepper Printing Co.	6.25		
	April 20—Pepper Printing Co.	5.45		
	May 24—Pepper Printing Co.	8.00		
	Aug. 4—Joseph Roemer	4.25		
	May 24—Pepper Printing Co.	6.50	55.02	25.00
7.	High School Quarterly—			
	Dec. 26—J. S. Stewart		810.75	810.75
8.	National Committee on Research—			
	In Secondary Education		150.00	150.00
9.	State Chairmen for Inspection		2995.64	3000.00
10.	Library Standards—			
	Jan. 7—Joseph Roemer	20.00		
	Jan. 12—Pepper Printing Co.	23.00		
	Jan. 12—Charline Roemer	13.50		
	Jan. 12—Joseph Roemer	5.00		
	Jan. 12—Pepper Printing Co.	52.03		

	May 22—McGregor Co.	12.00		
	May 24—Joseph Roemer	1.20	126.73	
11.	Certification of Schools—			
	Jan. 8—Joseph Roemer	8.87		
	Jan. 11—Charline Roemer	16.00		
	Jan. 16—Joseph Roemer	41.00		
	Jan. 16—Welch Mfg. Co.	78.00	143.87	165.00
12.	Standards for Com. Ptg.—			
	Jan. 29—Pepper Printing Co.		24.00	
13.	Printing Annual Blank—			
	May 19—Tulane Press		130.20	200.00
14.	Express—			
	May 19—Tulane Press	12.90		
	Oct. 1—Jos. Roemer	3.76		
	Nov. 15—Jos. Roemer	1.03	17.69	20.00
15.	Telegrams—			
	March 16—Joseph Roemer	1.42		
	July 25—Joseph Roemer	.90		
	Aug. 4—Joseph Roemer	.72	3.04	10.00
16.	Junior High School Study		150.00	150.00
17.	Specialization of Teachers		100.00	100.00
18.	Codification of By-Laws			100.00
19.	Travel for Chairmen for Making Program			100.00
20.	Report on College Freshman Grades—			
	Jan. 12—Charline Roemer	6.50		
	Feb. 6—Pepper Printing Co.	13.50		
	Feb. 12—Joseph Roemer	50.00		
	Feb. 19—Pepper Printing Co.	2.50		
	Feb. 19—Mrs. Spain	30.92		
	Feb. 21—Joseph Roemer	3.50		
	Feb. 21—Pepper Printing Co.	13.35		
	Feb. 25—Mrs. H. P. Chambers	71.22		
	March 5—Virginia Dale	65.00		
	March 20—Pepper Printing Co.	6.25		
	April 8—Pepper Printing Co.	12.25		
	April 15—Mrs. H. P. Chambers	47.78		
	April 20—Pepper Printing Co.	10.25		
	April 27—Pepper Printing Co.	10.25		
	May 6—Mrs. H. P. Chambers	28.00		
	May 24—Pepper Printing Co.	6.00		
	June 1—Mrs. H. P. Chambers	54.49		
	June 29—Pepper Printing Co.	2.25		
	July 9—Mrs. F. O. Spain	42.15		
	July 15—Virginia Dale	125.00		
	July 24—Virginia Dale	62.50		
	July 24—Mrs. F. O. Spain	23.80		
	Oct. 2—Pepper Printing Co.	11.43		
	Oct. 9—Pepper Printing Co.	4.75		
	Nov. 3—Charles Boltin	5.30		
	Nov. 3—University Book Store	4.20		
	Nov. 11—Mrs. F. O. Spain	10.45		
	Nov. 11—Ed Price	10.00	733.59	750.00
	TOTAL		$6,072.59	$6207.75
	Balance Unspent		135.16	
			$6207.75	$6207.75

After a careful audit of accounts, J. McT. Daniel, Chairman of the Committee, made the following report, which was adopted:

"We, your Auditing Committee, have examined with the assistance of the secretary to the treasurer, the books of the Commission, and find them carefully kept and correct. We commend the efficiency of the treasurer's secretary, and also commend the treasurer's ability as demonstrated in the selection of his secretary."

B. BUDGET. J. C. Harwood proposed the following budget, which was adopted:

BUDGET FOR 1929-30

1.	Codification of By-Laws and Regulations		$ 100.00
2.	Study of Junior High Schools Continued		150.00
3.	Printing Report on Specialization of Teachers		300.00
4.	Report on College Freshmen Grades		750.00
5.	Printing Blanks for Annual Blanks		200.00
6.	Stamps		50.00
7.	Express to State Chairmen		20.00
8.	High School Quarterly		867.75
9.	Certification of Schools		165.00
10.	Secretarial Hire		500.00
11.	Stationery for the Secretary		35.00
12.	Telegrams and Telephones		10.00
13.	Printing Programs for the Convention		6.00
14.	Convention Expenses, Typewriter, Paper, Clips, Carbons, secretary, etc.		94.93
15.	Travel for Chairman to Make Up Program		100.00
16.	Standing Committee on Standards		300.00
17.	Printing Revised Library Standards		150.00
18.	Inspecting Secondary Schools in the Several States of the Association		3,500.00
	TOTAL		$ 7,298.68
	Total Income of the Commission Is	$11,050.00	
	Budget Request	7,298.68	
	Balance	$ 3,751.32	

C. APPEALS. Dr. J. A. Lyon, of Tulane University, made the following report for the Appeals Committee, which was adopted:

REPORT OF APPEALS COMMITTEE

Your Committee has had officially before it, two cases of appeal from the decision of the Central Reviewing Committee:

1. The case of the St. James School, of Orlando, Florida. The action of the committee in this case was to re-commit the case to the Central Reviewing Committee, on the grounds that the Appeals Committee was asked to pass on this case on the basis of new evidence, which has not been considered by the Central Reviewing Committee.

2. The case of Tupelo Military Institute, Tupelo, Miss. The action of the Appeals Committee in this case is to affirm the action of the Central Reviewing Committee in declining to accredit this school.

REPORT ON COLLEGE FRESHMEN GRADES

The last item of importance to the Commission was the report on College Freshmen Grades by Secretary Roemer. Secretary Roemer presented by the means of slides the usual tables made up from the registrars' reports from the various colleges, making explanatory statements, answering questions, and drawing conclusions. The full report is found elsewhere in the Proceedings.

At the close of this report a round table was held. Secretary Roemer proposed a revision of the study so as to eliminate certain parts and add other features.

The Commission expressed itself as unwilling to lose any of the benefits by dropping any parts of the report used heretofore, but approved an effort to get the advantages of adding certain features indicated in the proposed revision. Secretary Roemer was instructed to seek the aid of the Executive Committee in making provision for an enlargement of this report. The Commission ordered the report to be printed in full in the Proceedings.

Secretary Roemer's recommendations were as follows:

(1) That we get the grade distribution of A, B, C, D, and E for each of the seven subjects now included in his report, namely, English, French, History, Latin, Mathematics, Science, Spanish, and other Subjects.

(2) That we send an additional blank to the Registrars of all higher institutions of the Southern Association, and also all members of the "Four-Year Non-Member Colleges" calling for data as in number one above for all freshmen students in the institutions not coming from Southern Association Secondary Schools. This is to get a complete report on all freshmen grades of the various higher institutions.

(3) That the Registrars of the institutions included in number two above be asked to submit full data on all sophomores, juniors and seniors for the first quarter or first semester of 1929-30, said data to be of the nature of that indicated in number one above.

NOTE—It is the purpose of this full report to make a more thorough study of the question of marking in all member and non-member colleges of the Association. The Recommendations were adopted.

ELECTION OF OFFICERS

The following officers were elected for the ensuing year:

Chairman—J. C. Harwood, Director of High Schools, Richmond, Virginia.

Vice-Chairman—E. J. Mathews, Registrar, University of Texas, Austin, Texas.

Secretary—Joseph Roemer, Professor Secondary Education and High School Visitor, University of Florida, Gainesville, Florida.

There being no further business the Commission adjourned until next year.

DIVISION III

LIST OF ACCREDITED SCHOOLS—1929-30

ALABAMA

Name of Town and School	Public or Private	Plan of Organization	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Andalusia	P	6-3-3	C. L. Martin	14	384	1914
Anniston						
High School	P	6-3-3	P. G. Myer	17	394	1926
Alabama Military Institute	Pr.	8-4	E. B. Fishburne	9	130	1922
Athens						
Rivers Academy	Pr.	8-4	Florence Ann Tillman	5	54	1914
Auburn						
Lee County High School	P	7-4	J. A. Parrish	7	136	1925
Bay Minette						
Baldwin County High School	P	6-3-3	I. F. Simmons	12	322	1929
Bessemer						
High School	P	(6-3)-3	Jas. A. Davis	24	399	1917
Hueytown High School (R. 1)	P	6-3-3	H. F. Gilmore	18	433	1923
McAdory High School	P	6-3-3	Mrs. H. H. King	12	265	1921
Birmingham						
Compton Seminary	Pr.	8-4	Hattie Morton	6	78	1923
Ensley High School	P	8-4	E. E. Smith	82	1877	1913
Phillips High School	P	(8-1)-3	C. J. Going	100	2580	1913
Shades-Cahaba High School	P	6-3-3	J. M. Ward	15	421	1923
Simpson School	Pr.	8-4	J. M. Malone	9	170	1922
Woodlawn High School	P	8-4	N. B. Hendrix	78	1855	1923
Boaz						
Snead Seminary	Pr.	6-3-3	L. F. Corley	16	410	1924
Brundidge						
Pike County High School	P	6-3-3	Alma McGaugh	9	195	1929

ALABAMA—*(Continued)*

Name of Town and School	Public or Private	Plan of Organization	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Centerville						
Bibb County High School	P	6-3-3	O. C. Bottoms	8	157	1921
Clanton						
Chilton County High School	P	6-3-3	L. C. Warr	9	216	1927
Cullman						
Cullman County High School	P	6-3-3	M. H. Killingsworth	14	349	1921
Decatur						
Central High School	P	6-3-3	H. E. Williams	19	624	1916
Riverside High School	P	6-3-3	W. T. Jordan	7	145	1913
Dothan	P	6-3-3	Bruce Flurry	12	257	1914
Ensley						
Minor High School	P	6-3-3	W. C. Petty	14	351	1923
Enterprise						
Coffee County High School	P	6-3-3	C. D. Wallace	13	359	1926
Eufaula	P	6-3-3	T. G. Wilkinson	6	129	1913
Fairfield	P	6-2-4	F. M. Cook	13	271	1923
Florala						
Covington County High School	P	6-3-3	Patterson Hicks	8	179	1925
Florence						
Coffee High School	P	6-3-3	J. N. Howell	14	400	1920
Foley	P	6-3-3	John C. Lewis	9	226	1928
Gadsden	P	7-4	J. D. Samuels	26	758	1913
Greenville						
Butler County High School	P	6-3-3	J. H. Burnett	12	316	1923
Guntersville						
Marshall County High School	P	6-3-3	W. D. Newman	11	259	1922
Hartselle						
Morgan County High School	P	6-3-3	W. T. Tiller	8	169	1926
Huntsville	P	8-4	Rowe Chapman	12	286	1913

ALABAMA—*(Continued)*

Name of Town and School	Public or Private	Plan of Organization	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Jasper						
Walker County High School	P	6-3-3	W. P. Snuggs	9	260	1927
Lafayette	P	6-3-3	E. L. Stough	12	200	1926
Marion						
Marion Institute	Pr.	8-4	W. L. Murfee	6	39	1926
Mobile						
Girls' Preparatory School	Pr.	6-6	Julius T. Wright	6	60	1925
Murphy High School	P	7-4	K. J. Clark	82	2179	1912
University Military School	Pr.	6-6	Julius T. Wright	5	82	1900
Montevallo	P	6-3-3	M. L. Orr	10	250	1923
Montgomery						
Lanier High School	P	6-3-3	J. S. McCants	60	1350	1913
Northport						
Tuscaloosa County High School	P	6-3-3	Houston Cole	11	328	1927
Opelika						
Clift High School	P	7-4	J. R. Kimbrough	9	245	1917
Opp	P	6-3-3	H. N. Lee	9	278	1925
Ozark						
Dale County High School	P	6-3-3	W. E. Snuggs	13	352	1926
Pike Road	P	6-3-3	E. F. Harlin	6	89	1921
Powderly (Station)						
Jones Valley High School	P	6-3-3	C. W. Phillips	15	371	1921
Quinton						
West Jefferson High School	P	6-3-3	J. G. Manuel	14	314	1929
Ramer						
Montgomery County High School	P	6-3-3	P. H. Harris	12	240	1921
St. Bernard	Pr.	8-4	Germain Taylor, S. J.	16	131	1922
Selma	P	6-3-3	W. M. Jackson	11	272	1913
Shawmut	P	6-3-3	G. D. Salter	8	172	1927
Sheffield	P	6-3-3	A. L. Venable	11	230	1920

ALABAMA—*(Continued)*

Name of Town and School	Public or Private	Plan of Organization	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Spring Hill	Pr.	8-4	W. A. Mulheren, S. J.	13	169	1920
Sulligent	P	6-3-3	J. R. Clements	8	155	1927
Sylacauga						
State Secondary Agricultural School	P	8-4	W. F. Nichols	10	223	1926
Talladega	P	6-3-3	W. B. Hardegree	7	342	1914
Tarrant						
Jefferson County High School	P	6-3-3	Wm. J. Baird	18	466	1917
Thorsby						
Thorsby Institute	Pr.	8-4	Helen C. Jenkins	7	70	1923
Troy	P	6-3-3	W. M. Hughes	14	395	1920
Tuscaloosa	P	6-3-3	Clara Verner	19	301	1914
Tuscumbia						
Deshler High School	P	6-3-3	R. E. Thompson	13	325	1926
Tuskegee	P	6-3-3	H. O. Holstun	8	132	1928
Union Springs	P	6-3-3	E. S. Pugh	9	189	1927
Uniontown	P	6-3-3	J. S. Branyon	6	87	1925
				1105	25852	
			Average Per School	16	386	

FLORIDA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Arcadia						
DeSoto County High School	P	8-11	J. M. Lepps	11	271	1914
Apopka High School	P	9-12	J. R. Glover	7	80	1929
Auburndale High School	P	9-12	A. B. Connor	6	95	1925
Avon Park High School	P	7-12	R. T. Fairey	10	197	1923
Bartow						
Summerlin Institute	P	7-12	E. L. Beeson	16	402	1915
Blountstown						
Calhoun County High School	P	9-12	E. P. Turner	6	94	1924
Boynton High School	P	7-12	R. F. Williamson	5	67	1928
Bradenton High School	P	7-12	O. J. Detrick	29	640	1914
Brandon High School	P	7-12	W. H. Cowan	4	111	1929
Brooksville						
Hernando County High School	P	9-12	K. B. Hait	8	145	1926
Bushnell						
Sumter County High School	P	9-12	R. O. McEwen	6	124	1925
Chipley						
Washington County High School	P	9-12	W. S. Weaver	8	205	1924
Clearwater						
Central High School	P	10-12	E. W. McMullen	15	280	1914
Clermont						
Clermont-Minneola H. S.	P	7-12	A. D. Fleshman	5	102	1928
Cocoa High School	P	7-12	C. B. Taylor	13	185	1925
Coral Gables						
Miami Military Academy	Pr.	7-12	W. B. Cate	4	28	1927
Ponce de Leon Senior High School	P	10-12	A. L. Isaac	17	183	1926
Crescent City High School	P	7-12	J. F. Houck	5	110	1926
Cross City High School	P	9-12	C. J. Bowman	5	75	1929
Dania High School	P	7-12	G. E. Everett	11	155	1924

FLORIDA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Daytona Beach						
Daytona High School	P	10-12	F. S. McLaughlin	21	196	1914
Seabreeze High School	P	7-12	H. L. Edwards	18	247	1920
DeFuniak Springs						
Palmer College Academy	Pr.	9-12	R. M. Brice	8	55	1924
Walton County High School	P	9-12	T. D. Bailey	9	230	1927
DeLand High School	P	7-12	M. J. Perret	26	504	1918
Delray Beach						
Delray High School	P	7-12	C. H. Lander	6	127	1922
Dunnellon High School	P	7-12	G. H. Mears	6	123	1922
Eau Gallie High School	P	7-12	D. G. Beck	4	51	1926
Eustis High School	P	7-12	Rollin Ebinger	14	199	1923
Everglades High School	P	9-12	T. G. Walker	5	21	1928
*Fernandina High School	P	7-12	R. W. Van Brunt	8	136	1929
Fort Lauderdale						
Fort Lauderdale Central High School	P	7-12	U. J. Bennett	27	516	1918
Fort Meade High School	P	9-12	J. H. Payne	7	166	1917
Fort Myers High School	P	10-12	Catherine Moore	12	299	1914
Fort Pierce						
St. Lucie County High School	P	9-12	R. H. Adams	9	217	1918
Gainesville High School	P	9-12	F. H. Buchholz	18	437	1914
Green Cove Springs						
Clay County High School	P	9-12	J. M. Hudnall	7	102	1927
Groveland High School	P	7-12	T. J. Poppell	4	88	1926
Haines City High School	P	9-12	E. A. Crowell	7	137	1926
Hastings High School	P	9-12	J. A. Crookshank	6	75	1926
High Springs High School	P	9-12	A. M. Singletary	3	103	1925
Homestead						
Homestead High School	P	7-12	J. T. Wilson	11	233	1921
Redland High School	P	7-12	L. A. Gray	10	171	1926

FLORIDA—(*Continued*)

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Jacksonville						
Andrew Jackson High School	P	10-12	F. S. Wetzel	46	981	1927
Landon High School	P	7-12	W. H. Turney	39	714	1927
Robert E. Lee High School	P	10-12	R. C. Marshall	43	1033	1927
Florida Military Academy	Pr.	9-12	L. G. Jones	6	50	1914
Key West High School	P	7-12	W. L. Carter	8	272	1924
Kissimmee						
Osceola County High School	P	9-12	D. B. Shaver	11	216	1914
LaBelle High School	P	7-12	C. E. Royer	6	127	1924
Lake City						
Columbia High School	P	9-12	W. L. Goette	10	346	1923
Lakeland High School	P	9-12	R. L. Ball	29	781	1914
Lake Wales High School	P	9-12	C. E. Crossland	8	149	1924
Lake Worth High School	P	9-12	C. I. Hollingsworth	13	236	1922
Largo High School	P	9-12	W. O. Smith	8	150	1915
Leesburg High School	P	7-12	F. J. Banning	14	375	1915
Live Oak						
Suwannee High School	P	7-12	J. F. Arnold	13	235	1914
Marianna						
Jackson County High School	P	7-12	J. H. Howell	14	275	1925
Melbourne High School	P	7-12	P. L. Peaden	9	220	1925
Melrose High School	P	7-12	Gertrude McArthur	4	78	1927
Miami						
Dade Co. Agr. High School	P	7-12	Jesse G. Fisher	25	578	1921
*Gesu High School	Pr	9-12	Sister Kevin	4	103	1929
Miami Senior High School	P	10-12	W. R. Thomas	67	1704	1914
Miami Beach						
Ida M. Fisher High School	P	7-12	C. C. Carson	24	277	1927
Milton						
Santa Rosa County High School	P	9-12	Ira S. Johnson	8	164	1924

FLORIDA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Mount Dora High School	P	7-12	D. D. Roseborough	5	101	1925
Montverde High School	Pr	7-12	A. R. McCauslin	10	130	1927
Mulberry High School	P	9-12	H. N. Donoho	7	130	1923
New Port Richey						
*Gulf High School	P	9-12	J. H. Kelly	5	156	1929
New Smyrna High School	P	7-12	A. E. Harbin	16	311	1917
Ocala High School	P	9-12	C. B. Quillian	14	335	1914
Okeechobee High School	P	9-12	J. E. Moses	5	87	1923
Ocoee High School	P	8-11	R. G. Pitman	8	85	1925
Orlando						
*Cathedral School	Pr.	7-12	Mrs. Alice Stoddard	8	65	1929
Orlando Senior High School	P	10-12	J. B. Walker	33	728	1920
Palatka						
Putnam High School	P	7-12	W. W. Carter	15	432	1916
Palmetto High School	P	9-12	Oscar Smith	10	272	1918
Panama City						
Bay County High School	P	9-12	L. L. Thompson	13	291	1923
Pensacola						
Pensacola High School	P	9-12	J. H. Workman	33	1025	1918
St. Michael's High School	Pr.	9-12	Sister M. Carmel	5	33	1928
Perry						
The Taylor County High School	P	9-12	Chas. M. Jones	11	191	1923
Plant City High School	P	9-12	W. H. Cassels	22	641	1914
Pompano High School	P	7-12	H. P. Chambers	8	129	1927
Port St. Joe High School	P	7-12	E. A. Manship	6	60	1927
Quincy						
Gadsden County High School	P	9-12	J. A. Shanks	13	250	1914

FLORIDA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
St. Augustine						
E. Ketterlinus High School	P	9-12	Fritz Hatcher	12	449	1921
St. Joseph's Academy	Pr.	8-12	Sister T. Joseph	5	89	1924
St. Cloud High School	P	7-12	S. N. Reeves	9	197	1924
Saint Leo Academy	Pr.	9-12	Paul Keegan	9	42	1921
St. Petersburg High School	P	10-12	W. W. Little	42	922	1914
Sanford						
Seminole High School	P	9-12	G. E. McKay	18	439	1924
Sarasota High School	P	10-12	A. J. G. Wells	14	259	1918
Sebring High School	P	7-12	Samuel Long	11	158	1923
Stuart High School	P	7-12	A. L. Boyer	11	144	1923
Tallahassee						
Leon County High School	P	10-12	M. L. Stone	10	265	1914
Tampa						
Hillsborough High School	P	10-12	F. H. Spaulding	54	1538	1914
Academy of Holy Names	Pr.	9-12	Sister M. Ethelbert	6	86	1927
Plant High School	P	10-12	M. W. Carothers	30	690	1927
Tampa High School	Pr.	9-12	A. L. Wagner	8	119	1924
Tarpon Springs High School	P	7-12	J. C. Peel	13	290	1915
Tavares High School	P	7-12	R. M. Hall	5	124	1928
Titusville High School	P	712	J. H. McDonald	10	208	1925
Umatilla High School	P	9-12	Ellis Moore	4	90	1923
Vero Beach High School	P	10-12	C. B. Smith	16	285	1924
Wauchula High School	P	9-12	J. M. Crowell	13	405	1914
West Palm Beach						
Palm Beach High School	P	9-12	H. E. Spaulding	38	767	1914
Wildwood High School	P	9-12	O. L. House	5	111	1928
Winter Haven High School	P	9-12	Walter Roberts	15	283	1921
Winter Park High School	P	7-12	S. W. Cason	14	261	1923
Totals				1535	30719	
			Average per school	14	282	

GEORGIA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Acworth High School	P	4	L. D. Singleton	4	83	1927
Albany High School	P	4	J. O. Allen	23	541	1915
Americus High School	P	4	C. M. Hale	9	275	1917
*Arlington High School	P	4	M. S. Hale	4	57	1929
Ashburn High School	P	4	C. J. Cheves	5	111	1918
Athens						
High School	P	4	E. B. Mell	28	552	1913
Academy of Lucy Cobb	P	4	James Brooks	10	29	1922
Atlanta						
Boys' High School	P	3-3	H. O. Smith	26	803	1913
Commercial High School	P	3-3	W. C. Lowe	41	1108	1922
Fulton High School	P	4	W. F. Dykes	34	931	1918
Girls' High School	P	3-3	Jessie Muse	38	1009	1914
Marist College	Pr.	4	P. H. Dagneau	10	172	1927
North Avenue Presbyterian	Pr.	4	Thyrza S. Askew	10	180	1921
Tech High School	P	3-3	W. O. Cheney	41	1050	1917
University School	Pr.	4	W. E. Dendy	5	77	1913
Washington Seminary	Pr.	4	L. D. Scott	14	236	1927
*Woodberry Hall	Pr.	4	Rosa Woodberry	4	45	1929
Augusta						
Academy of Richmond County	P	4	Geo. P. Butler	27	716	1911
Tubman High School	P	4	T. H. Garrett	40	864	1911
Bainbridge High School	P	4	E. G. Elcan	9	228	1917
Barnesville						
Gordon Institute	P	4	J. E. Guillbeau	8	117	1913
Blackshear High School	P	4	E. D. Whisonant	8	235	1921
Blythe High School	P	4	Roy K. Hood	5	70	1924
Brunswick						
Glynn County Academy	P	3-3	R. D. Eadie	13	335	1914

GEORGIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
*Buford High School	P	4	W. N. Nunn	5	116	1929
Cairo High School	P	4	John H. Morrison	8	212	1924
Calhoun High School	P	4	R. C. David	6	157	1923
Canton High School	P	4	J. P. Cash	10	195	1924
Carrollton High School	P	4	W. Fred Gunn	8	222	1926
Cartersville High School	P	4	H. B. Robertson	10	269	1915
Cedartown High School	P	4	J. E. Purks	11	319	1913
Clarkesville						
Ninth District A. & M.	P	4	W. A. Hatfield	12	135	1926
Claxton High School	P	4	R. H. Harris	6	160	1927
Cochran High School	P	4	T. M. Purcell	5	110	1924
College Park						
Georgia Military Academy	Pr.	4	J. C. Woodward	14	280	1911
Columbus High School	P	4	T. C. Kendrick	25	765	1913
Commerce High School	P	4	S. F. Maughon	8	142	1918
Cordele High School	P	4	D. H. Standard	8	289	1918
Covington High School	P	4	A. W. Baldwin	5	127	1917
Cuthbert High School	P	4	Joseph F. Muldrow	6½	165	1924
Dalton High School	P	4	J. I. Allman	12	326	1917
Dawson High School	P	4	W. H. Martin	6	124	1921
Decatur High School	P	3-3	Lamar Ferguson	14	246	1921
Dublin High School	P	4	Knox Walker	15	355	1913
East Point						
Russell High School	P	4	C. W. Reid	33	925	1927
Eatonton High School	P	4	William J. Dickey	5½	128	1927
Elberton High School	P	4	T. N. Gaines	8	215	1913
Fitzgerald High School	P	4	G. E. Usher	12	359	1914
Fort Valley High School	P	4	J. F. Lambert	6	192	1914

GEORGIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Gainesville						
High School	P	4	W. P. Martin	15	428	1921
Riverside Academy	Pr.	4	W. D. Mooney	20	404	1921
Greensboro High School	P	4	C. C. Wills	7	104	1914
Griffin High School	P	4	L. M. Lester	15	409	1914
Hartwell High School	P	4	G. G. Maughon	10	237	1922
Hawkinsville High School	P	4	M. E. Thompson	6	118	1921
Hepzibah High School	P	4	W. G. Robertson	5	76	1927
Jackson High School	P	4	D. V. Spencer	5	116	1926
*Jesup						
Wayne County High School	P	4	A. J. Hargrove	10	202	1929
LaGrange High School	P	4	H. S. Burdette	20	415	1916
Lavonia High School	P	4	J. C. Akin	6	140	1924
Locust Grove Institute	Pr.	4	J. O. Kinnaman	6	56	1913
Louisville High School	P	4	D. Donaldson	4	92	1927
Macon						
Lanier High School for Boys	P	4	Paul R. Anderson	23	687	1924
Lanier High School for Girls	P	4	Margaret J. McEvoy	26	793	1916
Madison High School	P	4	J. H. Purks	5	124	1914
Manchester High School	P	4	H. R. McLarty	6	148	1926
Marietta High School	P	4	C. A. Keith	15	298	1923
Metter High School	P	4	A. C. Fraseur	7	133	1921
Milledgeville G. M. C.	Pr.	4	George S. Roach	11	257	1928
Monroe						
High School	P	4	J. N. Denton	7	152	1924
Georgia Vocational & Trades School	P	4	J. H. Walker	10	240	1928
Montezuma High School	P	4	S. C. Haddock	6	138	1927
Moultrie High School	P	4	J. L. Yaden	15	423	1916
Mount Berry						
The Berry Schools	Pr.	4	G. Leland Green	32	451	1922

GEORGIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Mount Vernon						
Brewton-Parker Institute	Pr.	4	A. M. Gates	6	135	1920
Newnan High School	P	4	C. B. Mathews	10	282	1913
Norman Park Institute	Pr.	4	R. K. White	8	119	1920
Oxford						
Emory University Academy	Pr.	4	H. A. Woodward	11	99	1920
*Pelham High School	P	4	Thos. B. Conner	6	141	1929
Perry High School	P	4	J. M. Gooden	6	130	1927
Quitman High School	P	4	J. Harold Saxon	10	189	1914
Richland High School	P	4	Chas. W. Walker	5½	95	1927
Rome						
High School	P	4	B. F. Quigg	21	619	1913
Darlington Academy	Pr.	4	E. L. Wright	11	180	1913
Savannah						
Senior High School	P	3-3	M. M. Phillips	24	759	1918
Benedictine School	Pr.	4	S. T. Bethell	9	157	1914
Pape School	Pr.	4	Nina A. Pape	7	43	1923
*Statesboro High School	P	4	R. M. Monts	11	255	1929
Summerville High School	P	4	J. W. Barnhill	6	127	1927
Swainsboro High School	P	4	W. R. Morris	5	95	1928
Tallapoosa High School	P	4	D. W. Windsor	6½	189	1927
*Tate High School	P	4	R. W. Ransom	5	99	1929
Thomasville High School	P	4	H. R. Mahler	14	354	1914
Thomaston						
R. E. Lee Institute	P	4	Mark A. Smith	11	269	1924
Tifton High School	P	4	R. E. Moseley	8	167	1919
Toccoa High School	P	4	J. G. Cheatham	7	179	1919
Valdosta High School	P	4	A. G. Cleveland	18	483	1913
Warrenton High School	P	4	O. G. Lancaster	5	123	1928
Washington High School	P	4	W. E. Monts	9	158	1924

GEORGIA—(*Continued*)

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Waycross High School	P	4	Ralph Newton	12	329	1924
Waynesboro High School	P	4	Jack Lance	7	144	1919
West Point High School	P	4	W. P. Thomas	4	90	1921
Winder High School	P	4	W. W. Stancil	9	205	1917
Woodbury Meriwether County High School	P	4	M. H. Dillard	6	82	1927
Young Harris Academy	Pr.	4	J. A. Sharp	10	203	1928
Total		105	Totals	1253	29497	
			Average per school	12	280	

KENTUCKY

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Anchorage	P	6-6	A. B. Crawford	14	256	1923
Ashland	P	6-3-3	W. B. Jackson	26	645	1914
Beaver Dam	P	8-4	E. E. Tartar	4	116	1925
Bellevue	P	8-4	W. H. Marshall	8	160	1914
*Benton	P	8-4	Tullus Chambers	5	120	1929
Berea Academy	Pr.	9-3	C. N. Shutt	21	414	1924
*Berea Normal High	Pr.	9-3	Cloyd N. McAllister	12	337	1929
Bowling Green						
Bowling Green High School	P	6-3-3	L. C. Curry	12	243	1923
Teachers College High	Pr.	6-6	Lowe G. Johnson	10	183	1929
Buckhorn						
*Witherspoon College High	Pr.	8-4	G. Gordon Mahy, Jr.	6	157	1929
Calhoun	P	8-4	John R. Cooper	5	115	1927
Campbellsville						
Campbellsville College	Pr.	8-4	L. C. Henderson	8	83	1927
Carlisle	P	8-4	E. E. Pfanstiel	8	166	1924
Carrollton	P	8-4	P. B. Boyd	6	122	1918
Catlettsburg	P	8-4	Powell E. Barker	9	201	1921
Central City	P	6-6	Tim Meinschien	12	414	1926
Corbin	P	8-4	A. G. Johnson	10	316	1925
Covington						
*Covington Catholic School	Pr.	8-4	John B. Nickol	5	139	1929
Holmes High School	P	6-6	John L. Goble	38	1416	1913
Notre Dame Academy	Pr.	8-4	Sister M. Agnetis	8	140	1924
St. Walberg	Pr.	8-4	Sister M. Julietta	4	61	1925
Villa Madonna	Pr.	8-4	Sister M. Vincentia	8	52	1925
Cynthiana	P	8-4	W. E. Lawson	7	183	1922
Danville	P	6-6	J. D. Williams	18	483	1921
Dayton	P	6-6	Olin W. Davis	17	432	1921

KENTUCKY—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
*Earlington	P	8-4	A. P. Prather	5	117	1929
Elizabethtown	P	8-4	J. H. Parker	5	170	1918
Falmouth	P	8-4	C. W. Collins	5	147	1928
Fort Thomas						
Highlands High School	P	6-6	F. A. Rudd	22	497	1917
Frankfort	P	8-4	Duke W. Young	11	269	1913
Franklin	P	6-6	W. L. Matthews	9	254	1925
Fulton	P	8-4	W. L. Holland	11	200	1922
Georgetown	P	8-4	C. R. Lisanby	8	137	1914
Glasgow	P	8-4	R. A. Palamore	11	262	1925
*Graham	P	6-6	Clyde E. Vincent	7	24	1929
*Greenup	P	8-4	Ebon Champian	5	141	1929
Greenville	P	8-4	V. M. Moseley	8	196	1925
Hardyville						
*Memorial High School	P	8-4	B. J. White	4	80	1929
Harlan	P	8-4	C. T. Hughes	14	415	1926
Hazard	P	8-4	J. F. Snyder	9	210	1925
Henderson						
Barrett Manual Training High	P	8-4	J. E. Beck	13	348	1928
Hickman	P	8-4	J. M. Calvin	7	138	1921
Hindman Settlement School	Pr.	8-4	J. F. Smith	7	99	1927
Hopkinsville						
Bethel Womans College High	Pr.	8-4	J. W. Gaines	6	45	1927
Hopkinsville High School	P	8-4	Gladstone Koffman	16	444	1913
Horse Cave	P	8-4	V. L. Christian	4	81	1923
Lancaster	P	6-6	R. D. Judd	7	191	1924
Lebanon	P	8-4	J. R. Sterrett	6	161	1925

KENTUCKY—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Lexington						
Hamilton College High	Pr.	8-4	Hilda Threlkeld	10	64	1925
Henry Clay High School	P	6-3-3	Charles Skinner	33	690	1921
Picadome High	P	6-6	J. Harvey Sweeney	14	306	1926
Sayre College High	Pr.	8-4	J. C. Hanley	6	55	1924
St. Catherine's Academy	Pr.	8-4	Sister Mary Dympna	6	53	1926
University High School	Pr.	8-4	M. E. Ligon	5	98	1921
Livermore	P	8-4	D. J. Miller	6	118	1926
London						
Sue Bennett Memorial	Pr.	8-4	K. C. East	9	112	1922
Louisa	P	8-4	H. L. Ellis	10	232	1926
Louisville						
J. M. Atherton School for Girls	P	8-4	Emma Woerner	43	843	1924
Dupont Manual Training School	P	8-4	E. P. Chapin	41	932	1921
Girls High School	P	8-4	S. B. Tinsley	43	853	1913
Holy Rosary Academy	Pr.	8-4	Sister Marie	4	49	1928
Male High School	P	8-4	J. B. Carpenter	51	1194	1913
Loretta Academy	Pr.	8-4	Sister M. Faber	5	66	1926
*Louisville Collegiate School	Pr.	7-5	Marjorie M. Hiscox	7	52	1929
Kentucky Home School for Girls	Pr.	8-4	Annie S. Anderson	10	50	1922
Presentation Academy	Pr.	8-4	Sister A. Teresa	7	136	1925
Sacred Heart Academy	Pr.	8-4	Sister M. Mercedes	5	93	1926
Ursuline Academy	Pr.	8-4	Sister M. Agnes	6	134	1927
Ludlow	P	6-6	L. L. Carter	12	273	1926
Lyndon						
Kentucky Military Institute	Pr.	8-4	C. B. Richmond	12	175	1925
Madisonville	P	8-4	C. I. Henry	14	350	1919
Mayfield	P	8-4	Kenneth Patterson	12	301	1916
Mayslick	P	6-6	C. H. England	5	110	1922
Maysville	P	8-4	F. B. Richardson	10	181	1921

KENTUCKY—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Middlesboro	P	8-4	M. M. Moss	16	405	1922
Midway						
*Kenutcky Female Orphan School	Pr.	6-6	Ella Johnson Mountjoy	12	192	1929
Millersburg						
Bourbon County High	P	6-6	O. L. Mullikin	7	118	1923
Millersburg Military Institute	Pr.	8-4	W. R. Nelson	7	61	1925
*Monticello	P	8-4	R. F. Peters	6	165	1929
*Morehead Normal High	Pr.	8-4	William H. Vaughan	11	195	1929
Morganfield	P	8-4	T. O. Hall	7	200	1920
Mount Sterling	P	8-4	H. A. Babb	8	220	1928
Munfordville	P	8-4	H. R. Riley	4	81	1928
Murray						
Murray High School	P	6-6	W. J. Caplinger	13	254	1924
Murray Training School	Pr.	6-6	W. J. Caplinger	11	196	1928
Nazareth Academy	Pr.	8-4	Sister M. Ignatius	6	120	1920
Newport	P	6-6	A. E. Arnold	36	926	1913
Nicholasville	P	8-4	Clarence Nickell	7	208	1926
Owensboro						
Owensboro High School	P	8-4	J. O. Lewis	25	552	1913
*St. Frances Academy	Pr.	8-4	Sister Rose Mary	4	75	1929
Paducah						
Augusta Tilghman High	P	6-3-3	Walter Jetton	19	447	1913
Heath High School	P	6-6	Frank Irwin	7	172	1922
Paintsville	P	8-4	H. C. Taylor	10	238	1927
Paris	P	6-3-3	F. A. Scott	19	408	1915
Pippapass						
Knott County High	P	6-6	Robert Lee Bolin	13	153	1926

KENTUCKY—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Pikeville						
Pikeville Academy	Pr.	8-4	F. D. McClelland	12	114	1925
Pikeville High School	P	8-4	T. W. Oliver	11	312	1925
Pineville	P	8-4	W. M. Wilson	10	256	1925
Providence	P	6-6	W. H. Sugg	13	339	1926
Princeton—Butler High	P	8-4	C. A. Horn	11	271	1923
Richmond						
Eastern Normal High	Pr.	8-4	Samuel Walker	7	68	1927
Madison High	P	8-4	W. F. O'Donnell	10	270	1925
Russell	P	8-4	B. F. Kidwell	11	257	1925
Russellville	P	8-4	C. T. Canon	6	152	1926
Shelbyville						
Shelbyville High	P	6-6	A. L. Thomasson	14	267	1919
Science Hill School for Girls	Pr.	8-4	Mrs. W. T. Poynter	6	100	1924
Somerset	P	8-4	C. H. Purdom	16	420	1921
St. Catherine						
St. Catherine's Academy	Pr.	8-4	Sister M. Bernard	6	54	1925
Stanford	P	8-4	J. T. Embry	7	134	1925
Sturgis	P	8-4	W. T. McGraw	7	192	1913
St. Vincent						
St. Vincent Academy	Pr.	8-4	Sister Bertrand	6	51	1924
St. Joseph						
Mt. St. Joseph Academy	Pr.	8-4	Sister Joseph Marie	6	88	1926
Versailles						
Versailles High School	P	7-5	Paul L. Garrett	7	209	1926
Margaret Hall	Pr.	8-4	Sara Gaither	5	41	1926
Woodford School	Pr.	6-6	Charles E. Mason	5	32	1926
Williamsburg	P	8-4	E. T. Mackey	6	219	1927

KENTUCKY—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Wilmore						
Bethel Academy	Pr.	8-4	George Burkholder	11	110	1925
Winchester	P	6-6	W. R. Champian	11	203	1924
			Total	1319	28645	
			Average Per School	11	243	

*—New Schools.

LOUISIANA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Alexandria						
Bolton	P	4	S. M. Brame	43	1041	1915
*Poland	P	4	L. M. Nabours	6	98	1929
Amite	P	4	R. W. Russell	8	183	1920
Arcadia	P	4	E. R. Hester	6	172	1924
Baker	P	4	V. E. Eskridge	5	108	1926
Baskin	P	4	W. A. Peters	5	96	1926
Bastrop	P	4	B. S. Hamner	13	309	1923
Baton Rouge						
High School	P	4	Miss Reine Alexander	27	625	1917
Istrouma	P	4	H. P. Overton	9	176	1926
University Demonstration	P	4	J. R. Shoptaugh	4.5	86	1915
*Belcher	P	4	R. L. Vining	5	84	1929
Bogalusa	P	4	M. O. Rudolph	19	593	1917
Boyce	P	4	B. Tubre	8	189	1920
Bunkie	P	4	C. G. Snoddy	8	152	1926
Cheneyville	P	4	O. B. Adams	5	82	1927
*Cotton Valley	P	4	J. L. Cathcart	6	96	1929
Covington						
E. E. Lyon	P	4	Miss Eleanor Rayne	13	327	1925
Crowley	P	4	J. W. Mobley	13	271	1921
Delhi	P	4	J. B. Thompson Jr.	6	131	1919
DeQuincy	P	4	T. S. Cooley	9	211	1920
DeRidder	P	4	M. B. Smith	14	309	1921
Donaldsonville	P	4	B. C. Alwes	6	142	1922
Edgard	P	4	Chas. Broussard	6	94	1922
Elizabeth	P	4	K. C. Smith	5	76	1926
*Ferriday	P	4	F. F. Thompson	6	117	1929
Franklin	P	4	J. B. Aycock	10	174	1921

LOUISIANA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Gilbert	P	4	B. R. Gunn	6	102	1924
Glenmora	P	4	R. E. Galloway	7	170	1922
Gretna	P	4	Miss Helen Cox	16	366	1922
Gueydan	P	4	D. S. Byrnside	6	83	1927
Hammond	P	4	John G. Dutton	13	330	1920
Haynesville	P	4	Joe Farrar	17	350	1925
Homer	P	4	P. C. Rogers	10	199	1921
Houma Terrebonne	P	4	E. L. Talbot	14	405	1914
*Ida	P	4	G. M. Middleton	5	99	1929
Independence	P	4	T. B. Pugh	8	148	1921
Jeanerette	P	4	W. L. Colvin	8	133	1926
Jennings	P	4	L. L. Kilgore	9	189	1918
Kenner	P	4	S. J. Barbre	6	88	1928
Kentwood	P	4	H. O. Schwartz	7	152	1923
Kinder	P	4	S. P. Arnett	5	73	1926
Lafayette	P	4	R. E. Chaplin	19	425	1926
Lake Charles	P	4	G. W. Ford	21	472	1921
Lake Providence East Carroll	P	4	Guy H. Sommers	7	151	1921
Lecompte	P	4	A. T. Browne	7	124	1922
Leesville	P	4	A. H. Nanney	10	257	1925
Lisbon	P	4	M. J. Haynes	7	73	1925
Mangham	P	4	T. A. Judd	7	152	1928
Mansfield	P	4	I. C. Strickland	10	263	1925
*Many	P	4	Leroy S. Miller	7	146	1929
Marksville	P	4	G. A. Zernott	7	142	1925
Mer Rouge	P	4	W. C. Jordan	5	64	1928
Merryville	P	4	Chas. Gott	8	126	1920

LOUISIANA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
*Metairie	P	4	George A. Reid	7	120	1929
Minden						
Harris	P	4	V. M. Robert	6	61	1926
Minden	P	4	J. E. Harper	17	398	1921
Monroe						
City High	P	4	E. L. Neville	11	228	1918
Ouachita Parish	P	4	Jack Hayes	34	1012	1914
Morgan City	P	4	H. S. Hover	9	198	1921
New Iberia	P	4	C. M. Bahon	14	328	1920
Napoleonville	P	4	W. P. Blanchard	6	115	1922
Natchitoches	P	4	E. J. Brown	10	241	1926
New Orleans						
Academy of Sacred Heart	Pr.	4	Mother M. Deslattes	11	98	1927
Holy Cross Academy	Pr.	4	Brother Ephrem	7	155	1925
Isidore Newman Man. Tr.	Pr.	4	C. C. Henson	20	230	1913
Jesuit High	Pr.	4	Rev. P. A. Roy	24	566	1926
John McDonogh	P	4	Eugenie Suydam	23	540	1922
McGehee's High	Pr.	4	Louise S. McGehee	12	144	1921
Miller's High	Pr.	4	Mrs. Diana J. Pitts	6	49	1923
New Orleans Academy	Pr.	4	R. McG. Perrin	4	62	1923
Sophie B. Wright	P	4	Eleanor E. Riggs	41	1077	1922
St. Mary's Dominican	Pr.	4	Sister Mary Kevin	9	192	1927
Ursuline Convent	Pr.	4	Sr. St. Chantal Hatrel	5	55	1928
Warren Easton	P	4	Frank W. Gregory	38	923	1917
New Roads						
Poydras	P	4	E. B. Jewell	6	135	1924
Oakdale	P	4	E. H. Lenox	11	210	1925
Oil City	P	4	L. W. Ferguson	8	169	1926
Opelousas	P	4	P. D. Pavy	11	312	1917

LOUISIANA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Patterson	P	4	Charles Chauvin	6	97	1922
Pelican	P	4	Spencer Phillips	6	84	1925
Plaquemine	P	4	S. L. Crownover	7	193	1922
Ponchatoula	P	4	C. C. Pittman	10	218	1922
Rayne	P	4	W. Sonnier	7	132	1920
Rayville	P	4	Robert Hargis	7	175	1924
Rosedale (Shady Grove)	P	4	W. L. Rather	6	86	1922
Ruston	P	4	H. E. Townsend	19	552	1928
Shreveport						
C. E. Byrd High	P	4	G. C. Koffman	92	2402	1914
St. John's	Pr.	4	Rev. R. M. Brooks	7	113	1925
*St. Vincent's	Pr.	4	Sister Elizabeth	6	85	1929
Slidell	P	4	F. C. Ratliff	8	148	1923
Springhill	P	4	S. R. Emmons	8	144	1922
St. Martinville	P	4	F. M. Carson	5	107	1925
Sulphur	P	4	I. D. Bayne	9	199	1924
Summerfield	P	4	A. A. Smith	6	87	1926
Tallulah	P	4	P. W. Byrd	6	117	1924
Vinton	P	4	J. M. Boyet	8	189	1922
Vivian	P	4	C. L. Mackey	12	354	1922
Welsh	P	4	P. E. Wilson	6	148	1920
Westwego	P	4	Stella E. Worley	7	90	1927
White Castle	P	4	L. S. Riehm	6	118	1922
Winnsboro	P	4	I. H. Koffman	7	175	1926
				1128	24855	
			Average per School	11	246	

MISSISSIPPI

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Aberdeen	P	4	C. E. Saunders	8.5	180	1922
Amory	P	6	H. H. Ellis	12	320	1922
Belzoni	P	4	B. P. Brooks	7	133	1922
Biloxi	P	4	A. L. May	16	342	1922
Brookhaven	P	4	E. S. Bowlus	11	283	1923
Brooklyn (Forrest County A. H. S.)	P	4	K. P. Walker	9	145	1928
Canton	P	4	Jas. M. Smyth	8	174	1918
Charleston	P	4	W. W. Gunn	7	113	1920
Charleston (Tallahatchie County A. H. S.)	P	4	L. G. Wallace	8	122	1924
Clarksdale	P	4	H. B. Heidelberg	13	269	1914
Cleveland	P	4	J. C. Windham	11	160	1922
Clinton	P	4	J. M. Lassetter	5	107	1928
*Columbia	P	4	A. G. Stubblefield	11	242	1929
Columbus (Stephen D. Lee)	P	4	C. N. Brandon	18	339	1919
Corinth	P	4	C. L. Crawley	10	240	1919
*Crystal Springs	P	4	E. F. Puckett	12	219	1929
Drew	P	4	F. C. Barnes	8	116	1928
Durant	P	4	G. R. Bennett	7	100	1924
Ellisville (Jones County A. H. S.)	P	4	M. P. Bush	23	435	1928
Flora	P	4	Troy Morgan	5	65	1924
Greenville	P	4	E. E. Bass	14	298	1902
Greenwood	P	4	W. C. Williams	14	336	1902
Grenada	P	4	John Rundle	8	169	1924
Gulfport	P	4	B. Frank Brown	20	429	1913

MISSISSIPPI—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Gulfport						
(Gulf Coast Military Academy)	Pr.	4	J. E. Belka	13	239	1918
(Gulf Park College)	Pr.	4	Richard G. Cox	10	83	1922
Hattiesburg	P	4	W. I. Thames	19	461	1920
Hattiesburg						
*(Demonstration School, S. T. C.)	P	4	G. M. McLendon	9	149	1929
Hazlehurst	P	4	E. R. Jobe	6	117	1927
Holly Springs	P	4	G. S. Patton	7	124	1927
Indianola	P	4	W. W. Lockard	6	103	1924
Jackson	P	4	E. L. Bailey	42	1057	1913
Kosciusko	P	4	H. V. Cooper	8	175	1923
Laurel	P	4	R. H. Watkins	17	288	1913
Leland	P	4	J. G. Chastain	7	104	1924
Lexington	P	4	W. B. Kenna	9	125	1922
*Louisville	P	4	M. L. Neill	7	164	1929
Mathiston						
*(Bennett Academy)	Pr.	4	Jasper Weber	12	146	1929
McComb	P	4	J. E. Gibson	18	436	1914
Meridian	P	4	H. M. Ivy	28	616	1915
Merigold	P	4	F. W. Young	5	75	1924
Moorhead						
(Sunflower County A. H. S.)	P	4	J. S. Vandiver	16	207	1928
Natchez	P	4	W. H. Braden	10	193	1914
New Albany	P	4	R. W. Applewhite	9	231	1907
*Okolona	P	4	A. W. James	8	81	1929
Oxford						
*(University High School)	P	6	H. D. Pickens	16	310	1929
Perkinston						
(Harrison-Stone-Jackson A. H. S.)	P	3	C. J. Darby	12	110	1927
*Philadelphia	P	4	L. O. Todd	9	182	1929

MISSISSIPPI—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Picayune	P	4	T. K. Boggan	8	164	1925
Poplarville (Pearl River County A. H. S.)	P	2	S. L. Stringer	9	84	1914
Port Gibson (Chamberlain-Hunt Academy)	Pr.	4	J. W. Kennedy	5	67	1911
Raymond (Hinds County A. H. S.)	P	2	R. E. L. Sutherland	12	124	1917
Rolling Fork	P	4	J. A. Ellard	5	44	1923
Rosedale	P	4	J. H. Nutt	7	70	1924
Ruleville	P	4	D. R. Patterson	6	93	1924
Sardis	P	4	B. W. Gowdy	5	84	1923
Shaw	P	4	Frank Hough	5	68	1923
Starkville	P	4	E. E. Fox	8	171	1928
*Sumner	P	4	R. R. Spann	7	70	1929
Tupelo	P	4	C. F. Capps	12	325	1918
Vicksburg	P	4	J. P. Carr	13	334	1926
Vicksburg (All Saints' College)	Pr.	4	Ophelia S. Stone	10	68	1922
West Point	P	4	B. T. Schumpert	8	200	1920
Yazoo City	P	4	R. L. Bedwell	7	176	1917
Total		64		695	13254	
			Average Per School	11.	207	

NORTH CAROLINA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Albermarle	P	4	M. S. Beam	12	313	1926
*Andrews	P	4	C. W. E. Pittman	7	150	1929
Asheboro	P	4	R. J. Hilker	8	228	1928
Asheville						
Academy of St. Genevieve	Pr.	4	Mother M. Monk	8	76	1913
Asheville Senior High	P	9-11	Lee H. Edwards	52	1001	1913
Asheville School	Pr.	7-12	Howard Bement	18	168	1913
Badin	P	4	A. S. Anderson	6	127	1926
*Belhaven	P	4	W. J. Taylor	6	89	1929
Biltmore	P	4	W. H. Jones	11	172	1928
Black Mountain	P	4	John O. Wood	7	180	1928
Blue Ridge						
Lee School for Boys	Pr.	7-12	Charles N. Sisson	6	44	1927
Boiling Springs	Pr.	4	J. B. Davis	10	92	1925
Buie's Creek						
*Campbell College	Pr.	4	J. A. Campbell	9	194	1929
Burlington	P	4	W. D. Halfacre	15	445	1919
Canton	P	4	A. J. Hutchins	12	307	1920
Caroleen						
Henrietta Caroleen	P	4	A. C. Lovelace	6	120	1925
Chapel Hill	P	4	C. A. Hoyle	10	196	1916
Charlotte						
Central Senior High	P	10-12	E. H. Garringer	41	1090	1913
Cliffside	P	4	B. P. Caldwell	7	149	1927
Concord	P	4	J. Eris Cassell	20	370	1924
Dunn	P	4	J. Shephard Bryan	9	229	1926
Durham	P	9-12	W. F. Warren	50	864	1902
West Durham	P	7-12	S. G. Lindsay	11	265	1920
Edenton	P	4	John A. Holmes	8	173	1928

NORTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Elizabeth City	P	4	E. H. Hartsell	15	349	1913
Elm City	P	4	P. T. Fugate	5	113	1926
*Fairmont	P	4	T. S. Teague	6	151	1929
Farmville	P	4	G. R. Wheeler	6	161	1922
Fayetteville	P	4	M. C. Campbell	16	424	1921
Forest City						
Cool Springs	P	4	C. C. Erwin	13	330	1924
Gastonia	P	4	Frank L. Ashley	28	763	1920
Gibson						
Rockdale	P	4	R. M. McGirt	7	83	1927
Goldsboro	P	4	J. W. Wilson	18	574	1922
*Graham	P	4	W. A. Young	5	134	1929
Greensboro						
Central High	P	4	C. W. Phillips	55	1128	1925
Curry Train. School (N. C. C. W.)	P	4	A. P. Kephart	10	111	1928
Greenville	P	4	J. A. Keech	17	434	1917
Hamlet	P	4	H. M. Kyzer	11	292	1925
Henderson	P	4	E. M. Rollins	10	321	1925
Hendersonville						
Blue Ridge School	Pr.	7-12	J. R. Sandifer	6	51	1916
Fassifern	Pr.	8-12	J. R. Sevier	11	69	1926
Hendersonville High	P	7-12	A. W. Honeycutt	22	382	1917
Hickory	P	4	W. D. Cottrell	17	443	1921
High Point	P	4	L. R. Johnston	41	1030	1920
Kinston						
Grainger High	P	4	J. P. Booth	19	371	1917
Laurinburg	P	4	J. H. Fleming	8	237	1916
Lenoir	P	4	James C. Harper	10	264	1928
Lexington	P	4	Thomas D. Stokes	12	355	1924

NORTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Lumberton	P	4	Isham B. Hudson	12	266	1925
Marion	P	4	F. R. Richardson	10	255	1928
Mars Hill						
Mars Hill College High	Pr.	10-11	Ralph M. Lee	6	59	1916
Maxton	P	4	C. L. Green	6	86	1928
Mebane	P	4	Joe P. Moore	5	176	1927
Monroe	P	4	P. O. Purser	11	298	1922
Morehead City	P	4	H. L. Joslyn	8	194	1927
Morganton	P	4	E. O. Randolph	12	390	1922
Mount Airy	P	4	J. S. Brown	14	343	1926
Mountain Park						
Mountain Park Institute	Pr.	4	H. Ewell Hope	6	83	1928
New Bern	P	4	J. M. Shields	14	378	1927
North Wilkesboro	P	4	Horace Sisk	9	208	1922
Oak Ridge						
Oak Ridge Institute	Pr.	4	T. O. Wright	11	191	1899
Oxford						
Oxford High	P	4	N. W. Weldon	8	228	1922
Oxford Orphanage	P	4	D. S. Johnson	12	102	1925
Raeford	P	4	William E. Pell	7	192	1925
Raleigh						
Hugh Morson	P	7-12	C. E. Wessinger	32	677	1913
Peace Institute	Pr.	4	William C. Pressly	11	50	1927
Saint Mary's School	Pr.	9-12	Virginia H. Holt	17	88	1923
State School for the Blind	P	4	H. C. Griffin	13	30	1925
Reidsville	P	4	F. M. Arrowood	16	458	1920
Rich Square	P	4	N. L. Turner	8	122	1925
Roanoke Rapids	P	7-12	C. W. Davis	22	522	1928
Rockingham	P	7-12	Kate Finley	15	373	1920

NORTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Rocky Mount	P	7-12	James R. Simpson	30	664	1921
Roxboro	P	4	G. C. Davidson	8	196	1927
Rutherford College High	Pr.	4	E. P. Billups	6	62	1923
Rutherfordton						
Central	P	4	F. W. Jarvis	12	365	1925
Salemburg						
Pineland School for Girls	Pr.	4	Mr. and Mrs. W. J. Jones	12	102	1923
Salisbury						
Boyden High	P	4	J. H. Knox	33	841	1922
*Sanford	P	4	J. S. Truitt	10	310	1929
Scotland Neck	P	4	F. M. Tucker	7	184	1923
Selma	P	4	F. M. Waters	7	193	1925
Shelby	P	4	W. E. Abernethy	17	455	1920
Smithfield	P	4	N. C. Shuford	7	176	1918
Southern Pines	P	4	W. F. Allen	5	103	1925
Spencer	P	4	J. D. Messick	10	288	1922
Statesville	P	4	W. R. Kirkman	18	475	1921
Tarboro	P	4	W. A. Mahler	8	179	1918
Thomasville	P	4	A. R. Bullock	8	223	1925
Wadesboro	P	4	L. H. Fogleman	11	232	1928
Washington						
Washington High	P	4	E. S. Johnson	15	347	1922
Washington Collegiate Institute	Pr.	4	M. O. Fletcher	6	102	1928
Wilmington						
New Hanover High	P	8-12	W. O. Hampton	50	1531	1914
Wilson						
Charles L. Coon High	P	7-11	F. W. Greene	24	636	1916

NORTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Winston-Salem						
Reynolds High	P	4	J. W. Moore	95	1977	1916
Salem Academy	Pr.	4	Eleanor C. Chase	8	72	1914
				1409	31094	
			Average per School	15	327	

SOUTH CAROLINA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Abbeville	P	4	C. H. Tinsley	9	208	1921
Anderson (Boys)	P	4	E. C. McCants	13	326	1925
Bamberg						
High School	P	4	E. P. Allen	6	128	1913
Carlisle	Pr.	4	J. F. Risher	8	69	1924
Beaufort	P	4	L. K. Hagood	8	173	1921
Belton	P	4	S. B. Marshall	10	199	1927
Bennettsville	P	4	J. G. Kelly	8	189	1914
Camden	P	4	J. G. Richards, Jr.	11	252	1923
Charleston						
Ashley Hall	Pr.	4	Mary V. McBee	9	118	1916
Boys High School	P	4	A. B. Rhett	22	651	1913
Porter Military Academy	Pr.	4	P. M. Thrasher	6	51	1913
Cheraw	P	4	J. K. McCown	8	215	1923
Chester	P	4	M. E. Brockman	16	383	1916
Clinton						
High School	P	4	J. H. Witherspoon	13	254	1925
Thornwell	Pr.	4	L. Ross Lynn	5	81	1926
Columbia	P	9-11	A. C. Flora	42	1133	1918
Conway	P	4	C. B. Seaborn	14	318	1924
Darlington	P	4	J. C. Daniel	11	262	1913
Denmark	P	4	A. J. Richards	6	127	1923
Dillon	P	4	W. H. McNairy	12	239	1927
Duncan	P	4	D. R. Hill	10	133	1928
Easley	P	4	W. M. Scott	13	291	1925
Edgefield	P	4	D. R. Riser	6	131	1925
Florence	P	4	J. W. Moore	27	655	1913
Gaffney	P	4	W. C. Taylor	22	452	1926

SOUTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Georgetown	P	4	Wm. C. Bynum	7	173	1925
Greenville						
High School	P	4	J. L. Mann	58	1119	1921
Parker Jr.-Sr. High School	P	4	L. P. Hollis	40	736	1928
Greenwood						
Bailey Military Academy	Pr.	4	J. D. Fulp	8	106	1921
High School	P	4	W. E. Black	24	610	1914
Greer	P	4	S. W. Rabb	15	308	1925
Hartsville	P	4	J. H. Thornwell	15	319	1923
Honea Path	P	4	L. L. Wright	10	218	1925
Kershaw	P	4	M. G. Patton	8	135	1926
Lake City	P	4	G. T. Hagan	8	189	1924
Lancaster	P	4	E. M. McCown	10	254	1924
Latta	P	4	B. F. Carmichael	9	150	1924
Laurens	P	4	C. K. Wright	14	359	1925
McCormick	P	4	W. E. Lake, Jr.	10	186	1927
Marion	P	4	T. C. Easterling	13	246	1924
Mullins	P	4	L. B. McCormick	11	247	1925
Newberry	P	4	O. B. Cannon	13	275	1924
Orangeburg	P	4	A. J. Thackston	20	483	1915
Rock Hill						
High School	P	4	R. C. Burts	21	450	1921
Winthrop Training	Pr.	4	O. M. Mitchell	8	174	1923
Saint Matthews	P	4	G. W. Wannamaker	8	150	1924
Senaca	P	4	T. D. Watkins	12	263	1928
Simpsonville	P	4	E. W. Rushton	9	209	1928
Spartanburg	P	4	Frank Evans	52	1260	1919
Summerville	P	4	J. H. Spann	6	130	1913

SOUTH CAROLINA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Sumter						
(Boys)	P	4	S. H. Edmunds	12	236	1913
(Girls)	P	4	S. H. Edmunds	14	325	1913
Union	P	4	T. C. Jolly, Jr.	16	456	1925
Walterboro	P	4	W. H. Ward	13	302	1925
Willington						
De la Howe High School	Pr.	4	J. B. Branch	5	29	1928
Winnsboro	P	4	G. F. Patton	8	134	1926
York	P	4	E. A. Montgomery	11	264	1925
Total		57		803	17533	
			Average Per School	14	308	

TENNESSEE

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Alcoa High School	P	4	V. F. Goddard	5	105	1928
Athens						
Tennessee Wesleyan Col. Prep.	Pr.	2	J. L. Robb	4	33	1918
Bartlett						
Nicholas Blackwell High School	P	4	John H. George	12	171	1925
Baxter						
Baxter Seminary	P	4	Harry L. Upperman	8	133	1925
Benton						
Polk County High School	P	4	J. L. Brewer	12	249	1914
Bolivar Central High School	P	4	M. W. Robinson	6	130	1925
Bristol High School	P	4	R. B. Rubins	19	350	1928
Brownsville						
Haywood County High School	P	4	J. B. Calhoun	8	228	1928
Carthage						
Smith County High School	P	4	C. M. Hardison	9	203	1923
Chattanooga						
Baylor, The School	Pr.	4	H. B. Barks	13	195	1919
Central High School	P	4	S. E. Nelson	66	1472	1918
Girls' Prep. School	Pr.	4	Tommie P. Duffy	11	163	1913
High School	P	3	Creed F. Bates	33	766	1915
McCallie, The School	Pr.	4	S. J. McCallie	16	309	1909
Clarksville High School	P	4	Robt. R. Vance	21	528	1920
Cleveland						
Bradley County Central High School	P	4	Arthur L. Rankin	14	374	1928
Collierville High School	P	4	Harry Williamson	7	84	1925
Columbia						
Central High School	P	4	L. S. Duke	16	399	1917
Institute	Pr.	4	Mrs. Ernest Cruikshank	8	35	1925
Military Academy	Pr.	4	R. V. Erwin	11	165	1911

TENNESSEE—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
*Copperhill High School	P	4	I. T. Sliger	11	203	1929
Covington						
Byars-Hall High School	P	4	A. H. Grantham	11	309	1928
Decherd						
Franklin County High School	P	4	John E. Moore	7	209	1927
Dyersburg High School	P	4	C. M. Walker	15	295	1920
*Elizabethton High School	P	4	J. R. Ritchie	12	354	1929
Erwin						
Unicoi County High School	P	4	George E. Stone	16	294	1928
Fountain City Central High School	P	4	Hassie K. Gresham	20	552	1918
Franklin						
Battle Ground Academy	Pr.	4	Geo. I. Briggs	5	97	1925
Gallatin Central High School	P	4	W. Lee Harris	15	305	1928
Goodlettsville High School	P	4	C. F. Alden	8	194	1923
Harriman High School	P	4	C. R. Wallace	7	127	1926
Harrogate						
Lincoln Memorial Academy	Pr.	4	L. E. Logan	7	186	1927
Hartsville						
Trousdale County High School	P	4	J. W. Kilgo	7	128	1923
Henderson						
Chester County High School	P	4	W. E. Montgomery	8	183	1928
Jacksboro Central High School	P	4	B. L. Hassell	8	151	1928
Jasper						
Marion County High School	P	4	T. J. Bond	8	161	1919
*Jellico High School	P	4	F. L. Henderson	10	161	1929
Johnson City						
Science Hill High School	P	3	E. E. Hawkins	26	416	1928
Kingsport High School	P	4	C. K. Koffman	21	354	1922
Knoxville High School	P	4	W. E. Evans	58	1556	1914

TENNESSEE—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
LaFollette High School	P	4	Pat W. Kerr	12	256	1926
Lawrenceburg						
Lawrence County High School	P	4	E. O. Coffman	13	317	1928
Lebanon						
*Castle Heights Military Academy	Pr.	4	H. L. Armstrong	13	151	1929
Lenoir City High School	P	4	Robt. P. Keathly	10	262	1925
Madison						
Nashville Agricultural Normal Institute	Pr.	4	Mrs. S. V. Sutherland	7	82	1927
Martin High School	P	4	E. P. Smith	12	248	1928
Maryville High School	P	4	J. R. Crittenden	10	201	1928
Memphis						
Central High School	P	4	Chas. P. Jester	54	1436	1919
Elizabeth Messick High School	P	4	Sarah Fletcher	16	444	1923
Humes High School	P	3	S. L. Ragsdale	11	360	1928
Miss Hutchison's School	Pr.	4	Mary G. Hutchison	11	129	1923
South Side High School	P	4	H. H. Gnuse	28	728	1926
St. Agnes High School	Pr.	4	Sister Margaret	5	100	1925
Technical High School	P	4	J. L. Highsaw	35	1028	1928
University School	Pr.	4	C. C. Wright	6	70	1926
Millington Central High School	P	4	Hal Anderson	12	289	1918
Morristown High School	P	3	A. H. Willoughby	17	243	1921
Mt. Pleasant						
Hay-Long High School	P	4	F. E. Bass	9	185	1925
Murfreesboro Central High School	P	4	J. C. Mitchell	14	443	1919
Nashville						
Central High School	P	4	G. C. Carney	40	974	1928
David Lipscomb Prep.	Pr.	4	A. G. Freed	8	101	1926
Duncan College Prep.	Pr.	4	Marvin T. Duncan	5	104	1920
Father Ryan High School	Pr.	4	D. L. Leary	8	190	1928

TENNESSEE—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Nashville—*(Continued)*						
Hume-Fogg High School	P	3	C. T. Kirkpatrick	58	1682	1909
Montgomery-Bell Academy	Pr.	4	Isaac Ball	5	120	1899
Peabody Demonstration School	Pr.	4	W. H. Yarbrough	13	74	1919
St. Cecelia Academy	Pr.	4	Sister Anne Frances	7	65	1925
Wallace University School	Pr.	4	C. B. Wallace	5	83	1897
Ward-Belmont High School	Pr.	4	John W. Barton	23	244	1913
*Oneida High School	P	4	A. W. Carroll	6	134	1929
Paris						
E. W. Grove High School	P	4	W. J. Smith	14	391	1915
Pleasant Hill Academy	Pr.	4	E. H. Elam	12	99	1925
Pulaski						
Martin College Prep.	Pr.	4	Geo. A. Morgan	7	26	1915
Ripley High School	P	4	T. O. Griffis	11	266	1923
Rockwood High School	P	4	T. R. Eutsler	9	169	1926
Sevierville						
Murphy Collegiate Institute	Pr.	4	B. L. Black	8	86	1924
Sewanee Military Academy	Pr.	4	C. A. Fasick	7	92	1913
Smithville						
DeKalb County High School	P	4	I. L. Husky	5	97	1924
Smyrna High School	P	4	Ray Harris	5	99	1925
Springfield High School	P	4	W. M. Overcash	10	219	1926
Springhill						
Branham-Hughes Military Academy	Pr.	4	C. A. Ragsdale	8	152	1897
Sweetwater						
Tennessee Military Institute	Pr.	4	C. R. Endsley	7	102	1918
*Tiptonville High School	P	4	W. O. Inman	5	108	1929
Union City High School	P	4	T. D. Ozment	15	377	1922
Whitehaven High School	P	4	F. S. Elliott	15	234	1923
Total	85	6		1190	25587	
			Average Per School	14	301	

*—New School

TEXAS

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Abilene	P	4	R. D. Green	54	1461	1914
Alamo Heights	P	4	J. F. Howard	11	238	1928
Albany	P	4	W. O. Willingham	9	221	1928
Alice	P	4	J. T. H. Bickley	10	226	1928
Amarillo	P	4	W. A. McIntosh	50	1274	1914
Austin						
High School	P	3	A. N. McCallum	67	1437	1913
St. Edwards University Academy	Pr.	4	E. J. Misch	12	89	1924
Baird	P	4	J. F. Boren	7	171	1927
Bartlett	P	4	R. S. Covey	7	125	1929
Beaumont						
High School	P	3	M. E. Moore	41	971	1913
South Park	P	4	C. W. Bingman	29	643	1916
Belton						
High School	P	4	Paul B. Baker	12	339	1915
Baylor College Academy	Pr.	4	Eula J. Burleson	10	96	1921
Big Spring	P	4	W. C. Blankenship	21	525	1921
Bishop	P	4	M. L. Deviney	6	90	1928
Bonham	P	4	W. T. White	14	319	1913
Bowie	P	4	Dan L. Martin	11	249	1929
Brady	P	4	C. A. Peterson	11	241	1916
Breckenridge	P	4	N. S. Holland	17	505	1925
Brenham	P	4	M. B. Holleman	11	237	1915
Brownsville	P	3	G. W. Gotke	20	315	1928
Brownwood						
High School	P	3	E. J. Woodward	21	474	1918
Howard Payne Academy	Pr.	4	I. A. Hicks	5	41	1928

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Bryan						
High School	P	4	H. L. Durham	18	368	1924
Allen Academy	Pr.	4	N. B. Allen	10	168	1918
Burkburnett	P	4	Butler Westerfield	13	283	1928
Byers	P	4	G. C. Boswell	6	120	1927
Caldwell	P	4	C. L. McDonald	8	210	1924
Calvert	P	4	J. I. Moore	5	88	1920
Cameron	P	4	T. A. Fisher	13	372	1915
Canyon						
High School	P	4	I. B. Carruth	12	230	1928
W. T. S. T. C. Tr. School	P	4	F. E. Savage	11	152	1928
Carrizo Springs	P	4	R. C. Patterson	7	103	1926
Chillicothe	P	4	W. E. Hancock	8	154	1927
Cisco	P	4	J. J. Youngblood	19	387	1927
Clarendon	P	4	H. T. Burton	16	296	1928
Claude	P	4	I. H. Turney	8	134	1928
Cleburne	P	4	Emmett Brown	26	785	1913
Coleman	P	4	C. H. Hufford	13	374	1920
Colorado	P	4	Ben S. Peek	13	314	1928
Commerce						
*High School	P	4	A. L. Day	15	289	1929
E. T. S. T. C. Tr. School	P	6	E. H. Watson	24	357	1928
Cooledge	P	4	J. E. Lincoln	6	143	1928
Corpus Christi	P	4	Mary Carroll	20	484	1919
Corsicana	P	4	H. D. Fillers	28	754	1913
Crosbyton	P	4	J. I. Weatherby	8	171	1927
Cuero	P	4	S. M. Melton	11	221	1918
*Dalhart	P	4	H. A. Finch	12	313	1929

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Dallas						
Forest Avenue High	P	4	Wylie A. Parker	52	1543	1916
North Dallas High	P	4	E. B. Comstock	51	1485	1922
Oak Cliff High	P	4	W. H. Adamson	44	1190	1913
Sunset High	P	4	J. A. Wilson	58	1778	1926
Technical High	P	4	G. H. Reagan	40	1044	1913
Woodrow Wilson High	P	4	G. L. Ashburn	58	1709	1928
Hockaday Col. Prep.	Pr.	6	Ela Hockaday	11	183	1928
St. Mary's Prep.	Pr.	4	Anne Nash Alford	11	42	1924
Del Rio	P	4	Roy M. Andrews	10	262	1922
Denison	P	4	F. B. Hughes	33	814	1918
Denton						
High School	P	3	W. T. Doggett	21	530	1922
N. T. S. T. C. Tr. School	P	4	L. A. Sharp	15	171	1927
Donna	P	4	George V. Bear	12	227	1924
Eagle Lake	P	4	W. C. Reed	7	136	1918
Eastland	P	4	P. B. Bittle	14	310	1929
Edinburg	P	4	H. C. Baker	19	401	1924
Electra	P	4	B. M. Dinsmore	21	507	1924
Elgin	P	4	W. H. Korges	8	141	1928
El Paso						
High School	P	4	A. H. Hughey	89	2536	1913
El Paso School for Girls	Pr.	4	Lucinda de L. Templin	8	40	1923
Loretto Academy	Pr.	4	Sister M. Vitalis Forshee	8	104	1928
Ennis	P	4	Newton W. McCann	19	461	1925
Fairview	P	4	Clarence R. Roberts	6	85	1926
Farmersville	P	4	J. F. Kilpatrick	10	206	1927
Farwell	P	4	Guy B. Tabor	6	59	1928
Ferris	P	4	John T. Black	8	140	1928
Floydada	P	4	W. E. Patty	16	325	1928

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Fort Stockton	P	4	V. A. Byrd	8	133	1921
Forth Worth						
Central High	P	3	R. L. Paschal	85	1970	1913
North Side High	P	3	C. A. Gardner	28	637	1917
Polytechnic High	P	3	W. A. Meacham	33	793	1924
W. C. Stripling High	P	3	J. R. Tucker	23	735	1927
*Our Lady of Victory	Pr.	4	Mother M. Albertine	8	130	1929
Gainesville	P	4	H. O. McCain	23	518	1913
Galena Park	P	6	Oscar E. Lunsford	9	129	1929
Galveston						
Ball High	P	4	W. A. James	44	1124	1913
Goliad	P	4	E. A. Perrin	5	90	1924
Goose Creek	P	3	W. R. Smith	16	271	1924
Graham	P	4	Ira T. Gilmer	12	329	1924
Greenville	P	4	L. C. Gee	21	526	1914
Groesbeck	P	4	D. M. Major	8	207	1926
Harlingen	P	3	Paul E. Phipps	16	303	1924
Harrold	P	4	H. B. Boswell	6	76	1929
Henderson	P	4	C. O. Pollard	11	267	1928
Hereford	P	4	C. H. Dillehay	11	246	1926
Highland Park	P	4	H. E. Gable	25	691	1925
Hillsboro	P	4	W. F. Doughty	19	554	1913
Honey Grove	P	4	J. D. Howell	9	186	1926
Houston						
Jefferson Davis High	P	3	H. N. Shofstall	30	625	1926
John H. Reagan High	P	3	S. P. Waltrip	59	1296	1926
Milby High	P	3	W. S. Stevenson	23	434	1927
Sam Houston High	P	3	W. J. Moyes	63	1452	1913
San Jacinto High	P	3	T. H. Rogers	70	1529	1913

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Hubbard	P	4	L. L. Wilkes	9	159	1916
Hull-Daisetta	P	4	W. B. Alexander	11	171	1929
Humble	P	4	E. K. Barden	20	259	1926
Iowa Park	P	4	B. H. Burney	9	152	1922
Jacksonville	P	4	Larue Cox	14	410	1928
*Kenedy	P	4	A. W. Cherry	7	154	1929
Kerens	P	4	J. J. Hendricks	7	173	1924
Kerrville Schreiner Institute	Pr.	6	J. J. Delaney	12	89	1926
Kingsville	P	4	J. D. Bramlette	13	334	1928
Lampasas	P	4	Chas. Wachendorfer	7	186	1928
Lancaster	P	4	T. D. Mayo	8	194	1929
Liberty	P	4	R. W. Evans	7	132	1928
Livingston	P	4	R. L. Johnston	9	218	1923
Longview	P	4	H. L. Foster	13	342	1914
Lubbock	P	4	M. H. Duncan	54	1316	1924
Lufkin	P	4	I. A. Coston	20	574	1915
Lyford	P	4	Geo. H. Mitchell	5	60	1929
McAllen	P	3	J. H. Gregory	12	215	1919
McGregor	P	4	C. L. Kuykendall	6	140	1915
McKinney	P	4	Jack R. Ryan	31	534	1928
McLean	P	4	George Tummins	9	159	1928
Marfa	P	4	J. E. Gregg	6	100	1916
Marlin	P	4	H. J. McIlhany	14	291	1913
Marshall	P	4	E. C. Deering	23	670	1913
Mart	P	4	E. R. Howard	10	191	1924
Matador	P	4	B. F. Tunnell	5	102	1929
Memphis	P	3	H. A. Jackson	12	252	1927
Mercedes	P	3	Ernest H. Poteet	7	127	1924

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Mexia	P	4	J. C. Cochran	15	379	1919
Miami	P	4	M. P. Rogers	6	98	1927
Midland	P	4	W. W. Lackey	17	273	1928
Mineola	P	4	C. E. Nesbitt	9	213	1915
Mineral Wells	P	4	R. H. Brannan	17	335	1918
Mission	P	3	S. L. Hardin	9	137	1924
Mount Pleasant	P	4	T. E. Wallace	10	229	1924
Nacogdoches	P	4	R. F. Davis	20	496	1928
Navasota	P	4	L. G. Andrews	10	186	1919
Nederland	P	4	L. R. Pietzsch	9	155	1929
New Braunfels	P	4	E. A. Sahm	9	163	1928
Odessa	P	4	Murray H. Fly	7	116	1927
Olney	P	4	B. C. Schulkey	10	264	1928
Olton	P	4	H. P. Webb	8	157	1927
Orange	P	4	E. B. Stover	14	329	1916
Ozona	P	4	John L. Bishop	6	85	1916
Paducah	P	4	C. E. Jackson	11	205	1927
Palacios	P	4	Ralph P. Newson	6	110	1928
Palestine	P	3	Bonner Frizzell	16	421	1919
Pampa	P	4	R. B. Fisher	24	480	1927
Panhandle	P	4	Law Sone	12	219	1924
Pecos	P	4	Joe R. Humphrey	8	158	1926
Perryton	P	4	W. B. Irvin	12	256	1928
Pharr-San Juan	P	4	J. Lee Stambaugh	11	183	1923
Plainview	P	4	Lee Clark	19	504	1922
Port Arthur	P	6	G. M. Simms	63	1160	1913
Port Neches	P	4	R. E. Brewster	12	167	1927
Poteet	P	4	S. V. Burks	5	78	1929
Quanah	P	4	C. E. Davis	18	388	1914

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Ralls	P	4	A. B. Sanders	15	240	1926
Richmond	P	4	R. E. Scott	5	59	1927
Robstown	P	4	E. W. Seale	12	237	1927
Roby	P	4	N. C. Forrester	6	130	1927
Rosebud	P	4	R. F. Benson	7	137	1921
Runge	P	4	C. T. Jones	7	83	1929
San Angelo	P	3	F. E. Smith	29	868	1913
San Antonio						
Brackenridge High	P	3	Enos Gary	82	1849	1916
Main Avenue High	P	3	Thos. B. Portwood	77	1820	1916
Incarnate Word Academy	Pr.	4	Sister M. Antonio	11	136	1919
Our Lady of the Lake	Pr.	4	Sister M. Antonio	7	115	1919
St. Mary's University Academy	Pr.	4	Leo G. Drexler	8	83	1928
Texas Military Institute	Pr.	4	W. W. Bondurant	9	162	1913
Westmoorland Academy	Pr.	4	E. R. Stanford	12	55	1922
San Benito	P	3	T. J. Yoe	14	302	1915
San Marcos						
Baptist Academy	Pr.	4	J. E. Franklin	14	170	1913
Seymour	P	4	J. F. Kemp	11	237	1927
Sherman	P	4	L. T. Cook	36	844	1923
Sinton	P	4	F. H. Harrison	9	182	1928
Slaton	P	4	L. T. Green	14	315	1927
Snyder	P	4	C. Wedgeworth	13	260	1927
Sonora	P	4	M. O. Britt	7	92	1926
Sour Lake	P	4	J. P. Buck	10	237	1923
Spur	P	4	R. N. Cluck	10	244	1929
Sudan	P	4	W. I. Wilkins	9	191	1928
Sugar Land	P	4	Carrin Foreman	6	101	1929
Sweetwater	P	4	B. H. McLain	16	226	1928

TEXAS—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Tahoka	P	4	M. L. H. Baze	9	193	1927
Taylor	P	4	R. H. Brister	15	340	1918
Temple	P	4	L. C. Proctor	25	534	1913
Terrell	P	4	J. E. Langwith	14	332	1924
Texarkana	P	4	H. W. Stilwell	23	674	1916
Timpson	P	4	J. J. Compton	9	149	1927
Tulia	P	4	W. H. Younger, Jr.	11	215	1926
Tyler	P	4	J. M. Hodges	39	1001	1916
Uvalde	P	4	Guy D. Dean	11	227	1916
Vernon	P	4	W. T. Lofland	21	557	1927
Victoria	P	4	V. L. Griffin	15	292	1914
Waco	P	3	B. B. Cobb	67	1747	1913
Waxahachie	P	4	G. B. Winn	22	478	1928
Weslaco	P	3	E. E. Chamness	16	427	1925
West	P	4	W. E. Cantrell	6	113	1926
West Columbia	P	4	Asa W. Griggs	9	102	1928
Wharton	P	4	C. V. Reed	11	169	1923
Whitesboro	P	4	J. M. Chapman	8	136	1928
Whitewright	P	4	F. W. Smith	8	199	1923
Wichita Falls	P	3	J. W. Cantwell	56	1295	1917
Wortham	P	4	L. A. Roberts	8	95	1925
Yoakum	P	4	L. B. McGuffin	14	359	1924
Total	207	18 New		3732	83894	
			Average per School	18	405	

VIRGINIA

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
*Abingdon						
William King High	P	4	W. J. Edmonson	7	173	1929
Alexandria						
Episcopal High	Pr.	6	A. R. Hoxton	15	219	1913
George Mason High	P	6	W. H. Thomas	8	152	1923
High School	P	4	Henry T. Moncure	21	550	1915
Amherst	P	4	D. R. Hutcherson	6	162	1927
Appalachia	P	4	L. E. Williams	10	295	1928
Bedford						
High School	P	4	J. L. Borden	9	236	1922
Randolph-Macon Academy	Pr.	4	Col. Wm. R. Phelps	9	151	1897
Big Stone Gap	P	4	J. Roy Horne	8	199	1924
Blackstone						
*College for Girls	Pr.	4	W. B. Gates	7	73	1929
High School	P	4	Frank J. Critzer	9	183	1922
Bridgewater	P	4	Lina E. Sanger	8	187	1926
Bristol						
Sullins College High School	Pr.	4	W. E. Martin	6	36	1926
Virginia High	P	3	Mrs. Virginia Parrish	27	582	1914
Virginia Intermont Coll. High School	Pr.	4	H. G. Noffsinger	7	56	1924
Burkeville	P	4	A. R. Marshall	5	81	1927
Cape Charles	P	4	A. S. DeHaven	5	75	1927
Charlottesville						
Lane High	P	4	H. L. Sulfridge	23	588	1913
*Chase City	P	4	Byron T. Rees	8	180	1929
Chatham						
*Chatham Hall	Pr.	4	Rev. E. J. Lee	14	84	1929
Hargrave Military Academy	Pr.	4	A. H. Camden	10	143	1920
Pittsylvania High	P	4	C. K. Holsinger	7	134	1926

VIRGINIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Christchurch						
Christchurch School	Pr.	6	Rev. William Page Dame	6	75	1926
Churchland	P	4	H. I. Willett	6	109	1927
*Clarksville	P	4	C. B. Green	5	146	1929
*Clifton Forge	P	4	W. W. Rowan	13	336	1929
Clintwood						
Dickenson, Mem. H. S.	P	4	V. S. Wolfe	7	159	1923
*Courtland	P	4	J. Foster Hollifield	5	96	1929
Crewe	P	4	R. H. Owen	10	212	1925
Culpeper	P	4	R. R. Tolbert	8	157	1926
Danville						
Averett College H. S.	Pr.	3	Nancy Ruth Reeves	7	36	1924
George Washington H. S.	P	6	J. D. Riddick	37	621	1918
Military Institute	Pr.	4	Col. Wm. M. Kemper	6	111	1896
Randolph-Macon Sch. for Girls	Pr.	4	John C. Simpson	7	60	1898
Emporia						
Greensville County H. S.	P	4	H. L. Webb	7½	202	1920
Farmville	P	4	C. L. Ramsey	5	98	1924
Fentress, R. 3						
Great Bridge H. S.	P	4	J. H. Kelly, Jr.	5	71	1925
Fork Union						
Military Academy	Pr.	4	Col. N. J. Perkins	12	120	1925
Fort Defiance						
Augusta Military Academy	Pr.	4	Col. T. J. Roller	18	304	1928
Franklin	P	4	B. T. Watkins	6	156	1927

VIRGINIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Fredericksburg						
High School	P	4	G. H. Brown	16	219	1927
*College Heights H. S.	P	4	C. A. Edwards	5	131	1929
Front Royal						
*Randolph-Macon Academy	Pr.	4	Chas. L. Melton	9	117	1929
Galax	P	4	S. T. Godbey	5	100	1928
*Glen Allen	P	4	J. Milton Shue	6	125	1929
Hampton	P	4	H. Wilson Thorpe	19	518	1916
Harrisonburg	P	4	B. L. Stanley	12	289	1913
Hickory	P	4	Charles G. Bailey	5	90	1927
Holland	P	4	Hugh V. White	6	120	1926
Hopewell	P	4	J. E. Mallonee	19	405	1921
Lawrenceville	P	4	B. F. Walton	8	226	1927
Lexington	P	4	Harrington Waddell	9	173	1914
Lynchburg						
E. C. Glass High Sch.	P	3	H. A. C. Walker	32	794	1913
Virginia Episcopal Sch.	Pr.	4	Rev. O. de Wolf Randolph	11	132	1921
Manassas						
High School	P	4	Eugenia H. Osbourn	9	183	1914
The Swavely School	Pr.	4	Eli Swavely	7	70	1926
Marion	P	4	W. Linden Allen	7	197	1920
Morrison	P	4	J. R. Mort	10	230	1924
Newport News	P	4	Fred M. Alexander	42	1023	1918
Norfolk						
Kempsville (R. 2)	P	4	W. S. Newton	7	126	1927
Matthew Fontaine Maury H. S.	P	3	A. B. Bristow	89	2330	1897
Portlock (R. 3)	P	4	T. C. Anderson	6	111	1927
Norview	P	4	**Harvey C. Barnes**	5	118	1927

VIRGINIA—*(Continued)*

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
Oceana	P	4	Robert J. Johnson	8	171	1926
Petersburg	P	3	H. D. Wolff	31	651	1913
Portsmouth						
Cradock	P	4	G. M. Rains	5½	151	1927
Deep Creek (R. 3)	P	4	Thos. P. Chapman, Jr.	5	106	1927
Woodrow Wilson	P	4	J. Leon Codd	47	1323	1913
Pulaski	P	4	Hensel Eckman	9	289	1926
Richmond						
Collegiate Sch. for Girls	Pr.	4	Miss Van Greenleaf	17	96	1922
John Marshall High	P	4	James C. Harwood	122	3225	1913
St. Christopher's H. S. (R. 2)	Pr.	4	Rev. C. G. Chamberlayne	13	110	1920
Varina Agri. H. S. (R. 5)	P	4	George F. Baker	7	150	1927
Roanoke						
Jefferson High	P	4	William E. Parsons	48	1292	1915
*Rocky Mount	P	4	W. D. Peake	6½	157	1929
Salem	P	4	Robt. W. House	18	528	1927
Saltville	P	4	Chas. E. Anderson	8	188	1928
South Boston						
C. H. Friend High	P	4	Rhoderic L. Lacy	10	141	1914
*South Hill	P	4	C. B. Green	6	111	1929
Staunton						
Military Academy	Pr.	6	Major Roy W. Wonson	35	606	1916
Robert E. Lee H. S.	P	4	B. H. Payne	17	349	1913
Suffolk	P	3	Francis S. Chase	16	253	1923
Tazewell	P	4	E. W. Miller	8	161	1928
*Toano	P	4	C. Jennings	5	92	1929
Troutville	P	4	Herman L. Horn	5	125	1928

VIRGINIA—(*Continued*)

Name of Town and School	Public or Private	Grades in High School	Officer in Charge Principal or Superintendent	No. Teachers	Enroll-ment	Date Accredited
*Vinton	P	4	W. W. Kester	11	276	1929
Warrenton						
*Country School	Pr.	4	Mlle. Lea M. Bouligny	6	73	1929
*High School	P	4	P. B. Smith, Jr.	7	127	1929
*Waverly	P	4	E. E. Givens	5	95	1929
Waynesboro						
Fishburne Military School	Pr.	6	Col. H. H. Hudgins	9	165	1897
West Point	P	4	Katherine P. Howerton	5	91	1924
Whitmell						
Whitmell Farm-Life School	P	4	Mrs. F. C. Beverley	7½	163	1926
Williamsburg	P	4	Rawls Byrd	8	158	1924
Winchester						
Handley High	P	3	Garland R. Quarles	17	281	1916
Shenandoah Valley Academy	Pr.	4	Col. B. M. Roszel	8	78	1913
Wise	P	4	C. J. Kyle	6	153	1928
Woodberry Forest School	Pr.	4	J. Carter Walker	17	217	1910
				1295	27587	
			Average Per School	13	284	

Public	74
Private	23
Total	97

(*) Denotes new schools this year.

TABLE IV

Showing Facts Relative to Number and Size of Schools Accredited by the Commission on Secondary Schools

State	Number Schools	SIZE OF SCHOOL		NUMBER OF TEACHERS		ENROLLMENT	
		Smallest School	Largest School	Total Number	Average Per School	Total Enrollment	Average Per School
Alabama	67	39	2580	1105	16	25852	386
Florida	109	21	1704	1535	14	30719	282
Georgia	105	29	1108	1253	12	29497	280
Kentucky	118	24	1416	1319	11	28645	243
Louisiana	101	49	2402	1128	11	24855	246
Mississippi	64	44	1057	695	11	13254	207
North Carolina	95	30	1977	1409	15	31094	327
South Carolina	57	29	1260	803	14	17533	308
Tennessee	85	26	1682	1190	14	25587	301
Texas	207	40	2536	3732	18	83894	405
Virginia	97	36	3225	1295	13	27587	284
Total	1105			15464	14	338517	306

TABLE V

Showing Number of Schools Enrolling 1000 or Under 10 0. Also the Largest and Smallest School in Each State

STATE	Number of Schools	Number Enrolling Over 1000	Number Enrolling Under 100	The Largest With Enrollment		The Smallest With Enrollment	
Alabama	67	5	8	Phillips H. S.	2580	Marion Inst.	39
Florida	109	4	22	Miami Senior H. S.	1704	Everglades H. S.	21
Georgia	105	3	16	Commercial H. S.	1108	Acad. of Lucy Cobb	29
Kentucky	118	2	26	Holmes H. S.	1416	Graham H. S.	24
Louisiana	101	4	25	C. E. Byrd H. S.	2402	Miller's H. S.	49
Mississippi	64	1	13	Jackson H. S.	1057	Rolling Fork	44
North Carolina	95	6	15	Winston-Salem	1977	State School for Blind	30
South Carolina	57	3	4	Spartanburg H. S.	1260	De La Howe H. S.	29
Tennessee	85	5	15	Hume-Fogg H. S.	1682	Martin Co. Prep	26
Texas	207	22	22	El Paso H. S.	2536	El Paso School for Girls	40
Virginia	97	5	20	John Marshall H. S.	3225	Averett Co. Prep	36
TOTAL	1105	60	186				
Per Cent of Total		5.4	16.8				

TABLE VI

Showing the Size of the Secondary Schools Accredited by the Commission on Secondary Schools

STATE	Number Schools	Under 100	100-199	200-499	500-999	1000-1999	Over 2000
Alabama	67	8	15	37	2	3	2
Florida	109	22	36	35	12	4	0
Georgia	105	16	39	35	12	3	0
Kentucky	118	26	41	42	7	2	0
Louisiana	101	25	44	22	6	3	1
Mississippi	64	13	27	22	1	1	0
North Carolina	95	15	29	37	8	6	0
South Carolina	57	4	18	28	4	3	0
Tennessee	85	15	28	32	5	5	0
Texas	207	22	60	77	26	21	1
Virginia	97	20	45	18	9	3	2
TOTAL	1105	186	382	385	92	54	6
Per Cent of Total		16.8	34.6	34.8	8.3	4.9	.5

THE REPORT OF THE COMMITTEE ON COLLEGE FRESHMEN GRADES

JOSEPH ROEMER

Secretary to the Commission on Secondary Schools, Professor of Secondary Education and High School Visitor, University of Florida.

GENERAL FEATURES OF THE REPORT

This is the eleventh annual report on College Freshmen Grades (formerly called Deans' Report), which has been compiled for the Association. The purpose of it is to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college.

The present report carries data for the secondary school graduates of the spring of 1928. In the fall of 1928 when these spring graduates had gone away to college, the principals sent in a blank carrying their names, higher institutions attended, and addresses. These lists were compiled by states, by higher institutions, and by secondary schools, and sent to the registrars of the higher institutions for reports. The following blank is the one filled by the registrar. The following letter of explanation accompanied the blank to the registrar:

February 15, 1929.

Dear Registrar:

Attached hereto are the blanks calling for the data to be used in compiling the ELEVENTH annual report on College Freshmen Grades for the Association of Colleges and Secondary Schools of the Southern States.

As you will see, the report consists in following up the high school graduates of the previous year who are now in college and getting reports on their work for the FIRST QUARTER or FIRST SEMESTER. These data are used in standardizing the high schools that are members of the Association. The latest report should be off the press shortly and is found in the Proceedings of the Association for 1928.

Something over 20,000 graduates of the Southern Association high schools are now in college and reports are sought for each one of them. Consequently, you can see that this is a great cooperative undertaking which should be very helpful to all of us.

I hope that this letter with blanks will reach you in time for you to get the data back to me before the spring rush of work is on you. If possible, I should like to have it by April first.

Finally, may I urge you to make the report as complete as possible by (1) striking out any names that did not register and (2) by adding any names that are omitted. Give this information only for the FIRST SEMESTER or FIRST QUARTER'S work. Follow instructions on blank.

Thanking you for your past cooperation in this work, and bespeaking your continued support in the study, I am

Very truly yours,

JOSEPH ROEMER,
Secretary to the Commission on Secondary Schools.

Return to Joseph Roemer, Secretary of the Commission on Secondary Schools, University of Florida, Gainesville, Florida

REPORT OF STUDENTS FOR THE 1ST TERM, 1928-1929

Who entered__________________College or University from Secondary Schools accredited by the "Commission on Secondary Schools," of the Association of Colleges, and Secondary Schools of the Southern States.

Total enrollment of college (or university)________________________

College located at________________________State____________

Names of High **Schools and Names** of Students Under Each	**College***	Semester Credit Hours Passed In									Semester Credit Hours Failed In									Total Semester Cr. Hrs. Carried
		Eng.	Fr.	Hist.	Lat.	Math.	Sci.	Span.	Other Subjects	Total Semester Hours	Eng.	Fr.	Hist.	Lat.	Math.	Sci.	Span.	Other Subjects	Total Semester Hours	
JOHN DOE (SAMPLE)	A	3		3		3		3		12		3		3					6	18

INSTRUCTIONS:

1. Add names of students omitted above.
2. Strike out names of students who did not enroll.
3. Strike out the names of students who withdrew in good standing before the end of the term.
4. Count students asked to withdraw on account of failure.
5. Count students who withdrew voluntarily if failing in one or more subjects at time of withdrawal.
6. Count all courses in (a) Physical Training, (b) Military Science where college credit is received.
7. "Credit Hour" means the number of times a course recites per week; two hours in laboratory counting as one recitation hour.
8. "Total enrollment of college" above means total enrollment of all colleges during current scholastic year. Do not count summer school, extension students, short courses, night school, etc.

*9. Key to College—A, Liberal Arts; T, Teachers; E, Engineering; L, Law; B, Bus. Admin.; Ag., Agriculture; P, Pharmacy.

(Signed)________________________Registrar

The report has grown steadily from a very modest beginning in 1918. By degrees the colleges have come to know the details of the report so well and so heartily cooperate in the study that not a single institution of higher learning in the Association refused to cooperate in this report. It is truly a cooperative undertaking. The following table shows how the report has grown from year to year:

TABLE I

Showing How the Scope of this Report Has Gradually Been Widened.

Year	Number Students	Number Colleges	Number Secondary Schools
1918	——	——	——
1919	1330	——	200
1920	2103	33	292
1921	2076	36	347
1922	5361	121	518
1923	8985	136	585
1924	12119	501	696
1925	13889	460	751
1926	14785	409	754
1927	16855	429	844
1928	17655	438	922
1929	20692	498	1021

As Table I shows, the study this year includes reports on 20,692 students. The reports were from 498 institutions of higher learning. Business colleges, conservatories of music, schools for nursing, training schools for religious workers, and other similar types of institutions were eliminated in this report.

A study of Table V shows that of the 49,057 high school graduates of 1928, 21,463, or 43.8 per cent, entered college the following fall. It shows further that of the 21,463 who entered college, a report on 20,692, or 96.4 per cent, was secured. This is perhaps as complete a report as could be expected, owing to the inaccuracies that creep into the principals' reports.

Acting under the instructions of the Commission on Secondary Schools, a report was sought for every student regardless of the type of institution he was attending. These reports were for the first semester of each student's freshman year. Perhaps a report for the entire year's work would be better, but experience has taught us that we cannot get the data if we wait until the end of the session when the colleges are closed and many of the registrars are away on vacation. For that reason, the quarter or semester basis is used.

It was felt advisable to classify higher institutions where students attended so as to study failures by types of higher institutions. In doing this, six classes of institutions are employed. This classification was arrived at by following the authorized lists of institutions issued by the Association of Colleges and Secondary Schools of the Southern States, and by the United States Bureau of Education, Bulletin Number 41, 1927, entitled, "Accredited Higher Institutions." As is seen at a glance at Table II, all institutions of higher learning are cut into two large subdivisions; namely, those in the Southern territory and those outside of the Southern territory. The following classification was used:

A. All higher institutions that are members of the Southern Association.

B. All institutions of higher learning in the Southern Association territory that are not members of the Association, but whose graduates are accepted as teachers in the secondary schools accredited by the Southern

Association. These are listed as "Four Year Non-Member Colleges," on pages 58 and 59 of the 1928 Proceedings of the Association.

C. All other four-year colleges, junior colleges, normal schools, in the Southern Association territory.

A, B, C. All institutions of higher learning outside of Southern Association territory classified as A, B, and C colleges above.

As seen in Table II, this report gives the number of semester hours passed and failed by pupils of each secondary school in English, French, History, Latin, Mathematics, Science and Spanish. All other courses pursued by these freshmen not included in these seven studies enumerated above, are put under the heading, "Other Subjects." The per cent of semester hours failed is not to be confused with the number of courses pursued failed, as used in earlier reports. One deals with the courses failed, and the other deals with the semester hours failed.

Table II, which carries detailed data for each school, is self-explanatory. For purposes of comparative study, this table shows whether schools are public or private, built on a seven or eight grade elementary school, in what studies failures occur, and what type of higher institution the students attend.

PART I

FAILURES IN SECONDARY SCHOOLS

The first part of this report deals with failures by secondary schools. Under each State is listed all the accredited secondary schools of the Association and a report for each secondary school of that State is given. It shows the number of semester hours passed and failed and the type of higher institution where the work was done. Only the per cent of total semester hours failed is given. It is a simple matter to reduce all the data to percentages if desired.

There are 1021 of the 1026 secondary schools of the Association included in this report. The explanation of this is that five secondary schools failed to submit a list of their graduates when they filled their annual blank. Consequently, they are not included in this report.

Table II below is self explanatory. It gives detailed data by States for each accredited secondary school of the Association. For comparative purposes this table shows whether schools are public or private, built on a seven or eight grade elementary school, total enrollment, number graduates, number entering college, and the number reported on. Table II follows:

ALABAMA

TABLE II—Showing Percentages of Semester Hours Passed and Failed by Various High Schools of the Association

YEAR 1928-29 STATE ALABAMA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Andalusia High School	7	P	297	36	18	18	3	4	51	16	32	6	16	32	8	86	247		3			10				13	5.0	182	15	50				13					
Anniston																																							
High School	8	P	260	42	22	22	5	10	81	26	34	6	42	53		87	329	6	3	3	3	12	7			34	9.4	201	15	113				27		7			
Alabama Military Institute	8	Pr	97	24	15	13	8	23	16	5	11		27	38	6	53	156	18		2		18	23	3	18	82	34.4	156						82					
Athens																																							
Rivers Academy	8	Pr	59	16	14	13	4	7	27	11	10	9	9	30	14	20	130	3	5			9	3			20	13.3	31	99					15	5				
Auburn																																							
Lee County High School	7	P	136	25	14	14	8	11	32	3	21		29	44	2	75	206	6	3	3		3	15		3	33	13.8	196	10					30	3				
Bessemer																																							
Senior High School	8	P	377	90	39	39	17	32	113	16	47	2	58	67	39	146	488	9	5	7	4	26	14	11	21	97	16.6	401	9	62	16			89	5	3			
Hueytown High School (R.#1	8	P	343	35	5	5	3	5	10	3	3		7	9	2	27	61	4		2		5			2	13	17.6	28		33				13					
McAdory High School (R.#3)	8	P	215	13	2	2	0	0	5		3		5	9		11	33											33											
Birmingham																																							
Loulie Compton Seminary	8	Pr	135	28	17	17	11	16	44	30	30	18	29	40	8	25	224	9	7	3		11	6	3	10	49	17.9	177	34		13			27	18		4		
Ensley High School	8	P	1750	238	63	63	22	42	186	65	139	3	132	191	20	163	899	20	11	15		31	23	16	15	131	12.7	814	41	27	17			128		3			
Phillips High School	8	P	2281	373	198	198	43	84	622	253	444	35	412	497	72	541	2876	47	33	9		57	32	18	58	254	8.1	2784		33	59			251			3		
Shades-Cahaba H.S.(R.#8)	8	P	292	33	12	12	5	9	32	9	19		28	29	5	49	172	6	3	3		10	5		2	29	14.4	123		49				29					
The Simpson School	8	Pr	224	42	33	33	11	23	100	39	54	6	77	114	6	64	460	12	6	9		25	4	9	13	78	14.5	424		18	18			78					
Woodlawn High School	8	P	1725	132	37	37	15	26	99	56	48	6	98	92	15	111	525	9	15	3		26	14	3	11	81	13.4	506	19					81					
Boaz																																							
Snead Seminary	8	Pr	421	56	17	17	4	4	56	7	23		33	28	2	120	269	9		2		3				14	4.9	58		211				5		9			
Centerville																																							
Bibb County High School	8	P	171	32	9	9	3	5	22	9	10		13	11		59	124	5				6			2	13	9.5	68		56				13					
Clanton																																							
Chilton County High School	7	P	210	28	4	4	2	6	8	3	6		3	2		20	42	3	5			3		3	3	17	28.8	42						17					
Cullman																																							
Cullman County High School	8	P	369	112	24	24	9	19	60	6	40		42	35	7	126	316	13		5	3	11	12		15	59	15.7	178		128	10			47		12			
Decatur																																							
Central High School	8	P	240	26	9	9	6	7	26	6	12		12	17	5	27	105		3			9		2	3	17	13.9	94	11					12	5				
Riverside High School	8	P	166	30	18	18	4	7	51	17	14	13	40	8	15	97	255	3		3		3		7	7	23	8.3	136	31	88				9		14			
Dothan High School	8	P	244	59	25	22	11	19	57	33	30	6	30	16	21	87	280	6	6	12		14	17	3	6	64	18.6	213	36	21	10			25	14	15	10		

ALABAMA—(Continued)

YEAR 1928-29 STATE ALABAMA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Ensley (Star Route)																																							
Minor High School	8	P	34[illegible]	57	15	15	3	9	39	2	18		30	19	3	103	214	9	3	3		3	12	3		33	13.4	65		149				30		3			
Enterprise																																							
Coffee County High School	8	P	215	65	22	22	15	35	52	11	32		13	23		136	267	32	3	4		3	24		34	100	27.3	69		198				10		90			
Eufaula High School	8	P	134	22	16	16	5	12	45	24	22	3	26	23		89	232	6	3	6		6	4	3	9	37	13.8	166	16	50				34		3			
Fairfield High School	8	P	248	32	10	10	4	11	23	4	13		29	25	4	30	128	3	6	6		8	4	3	2	32	20.0	111	17					32					
Florala																																							
Covington County H. S.	8	P	174	30	9	4	1	1	9	9	5		9	12	3	16	63	3	3							6	8.7	63						6					
Florence																																							
Coffee High School	8	P	366	57	28	28	11	13	84	16	64	11	56	52	3	151	437	30			3	6			8	47	9.7	168	10	259				6	6	35			
Foley High School	8	P	155	17	2	2	0	0	4	4	2		2	5		6	23											23											
Gadsden High School	7	P	609	90	27	27	12	18	73	27	24	6	64	54		143	391	8	9			11	9		14	51	11.5	252	13	126				35	16				
Greenville																																							
Butler County High School	8	P	300	50	16	16	8	13	42	18	30	6	23	21		79	219	6				20		9	4	39	15.1	203	16					39					
Guntersville																																							
Marshall County High Sch.	8	P	204	15	7	7	4	6	18	6	11		9	17	3	29	93	3		3		3	5		12	26	21.8	93						26					
Hartselle																																							
Morgan County High School	8	P	196	45	14	14	0	0	44	12	14	3	26	40	6	80	222											106	26	90									
Huntsville High School	8	P	284	41	11	6	1	3	19		15	4	3	8		41	90	3				6	4			13	12.6	6		84				13					
Jasper																																							
Walker County High School	8	P	211	51	25	25	11	25	61	9	49	9	31	55	6	97	317	14	7	6	3	13	26	3	9	81	20.4	207		104	6			70		2	8		
LaFayette High School	8	P	224	39	11	11	3	7	28	6	22		15	11	9	69	160	9				9	4		2	24	13.0	92		68				24					
Marion																																							
Marion Institute	8	Pr	42	16	11	9	4	6	24	6	30		21	28		21	130	3					9	4	3	19	12.8	10		105	15			6		13			
Mobile																																							
Mobile High School	7	P	2031	289	62	59	19	35	166	40	81	21	117	119	47	266	857	9	3	12		29	13	13	27	106	11.0	735	32	55	35			71	17	4	14		
Girls' Preparatory School	8	Pr	84	11	6	6	0	0	19	13	16	6	4		6	31	95											62		16		17							
University Military Sch.	8	Pr	145	25	20	20	8	19	48	3	18	6	35	37	26	84	257	9		3		23	6	9	18	68	20.9	224			33			66			2		
Montevallo																																							
Alabama College Tr. Sch.	8	P	117	20	7	7	6	13	15	3	2		5	11	2	20	58	2	3			4	16	2	7	34	37.0	48	10					27	7				

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YEAR 1928-29 STATE ALABAMA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Montgomery																																							
Montgomery County H. S.	8	P	485	50	32	32	11	16	87	16	62	12	51	67	21	160	475	10	6	3		12	8		11	50	9.5	338		138				46		4			
Sidney Lanier High School	8	P	1590	160	69	69	26	41	187	82	137	23	74	142	21	312	978	18	9	6		52	14	15	16	130	11.7	893		85				125		5			
Newton																																							
Newton Institute	8	Pr	75	16	8	8	7	12	19	8	16		7	14		41	105	9		2		3	12		4	30	22.2	31		74				14		16			
Northport																																							
Tuscaloosa County H. S.	8	P	170	15	9	9	5	9	21		3		5	16	9	87	121	6				12		3	8	29	19.3	121						29					
Opelika																																							
Clift High School	7	P	290	26	20	20	4	6	60	17	37	3	55	44	2	120	338		3				5		8	16	4.5	286		52				14		2			
Opp High School	8	P	185	24	11	11	4	5	33	16	15		19	29	6	43	161	4		3		3	4		2	16	9.0	76		85				3		12			
Ozark																																							
Dale County High School	8	P	335	36	16	16	4	6	53	7	24		31	17		113	245		3	8			4		9	24	8.9	115		130				10		14			
Pike Road County H. S.	8	P	91	12	7	7	3	6	24	3	13		8	8	3	38	97	3	3			3	4	3	2	18	15.7	61		36				18					
Powderly																																							
Jones Valley H. S.	8	P	289	31	9	9	1	4	24	5	13		20	38	13	15	133	2				2	2	2		8	5.7	133						8					
Ramer High School	8	P	240	32	14	14	10	13	43	5	23		22	20	3	74	190	4	6	6		9	7		5	37	16.3	112	16	62				27		10			
St. Bernard High School	8	Pr	143	23	10	10	4	4	30	3	18	18	18	33	6	38	164					9	3			12	6.8	30		134				3		9			
Selma High School	8	P	375	71	33	33	13	19	90	33	42	3	62	88	14	148	480	7		4		18	9		16	54	10.1	417	15	32	16			50		4			
Shawmut High School	8	P	129	12	7	7	2	3	21	2	10		17	20		35	105			2		3			3	8	7.1	87		18				8					
Sheffield High School	8	P	235	34	20	20	5	6	66	18	42	6	30	55	3	83	303	3			1	4	12		3	23	7.1	88		215				15		8			
Spring Hill High School	8	Pr	195	39	23	23	12	15	64	3	11	22	42	46	20	105	313	3			4	7	4	7	29	54	14.7	254	32	8	19			32	4		18		
Sulligent High School	8	P	166	11	2	2	2	4	5					2		11	18		3	3			3		1	10	35.7	18						10					
Sylacauga																																							
State Secondary Agr. Sch.	8	P	193	45	20	20	9	14	50	8	32		26	8	14	100	238	5	6	2		17	4		10	44	15.6	98	54	86				32	5	7			
Talladega High School	8	P	146	35	17	17	2	3	47	9	15	6	51	33	10	85	256		3			5				8	3.	219	19	18				8					
Tarrant																																							
Jefferson County H. S.	8	P	446	84	14	14	6	15	35	12	25		26	41	9	44	192	3	3	2		6	9	3	19	45	19.	148	16	28				37		8			
Thorsby																																							
Thorsby Institute	8	P	85	15	3	3	1	2	9		6	6	9	3		11	44							3	3	6	12.0	11	33					6					
Troy High School	8	P	272	25	17	17	5	10	55	26	32	3	32	24	6	81	259	8			3	4	17		9	41	13.7	77		182				8		33			
Tuscaloosa High School	8	P	322	79	66	66	26	52	162	69	51	6	154	110	54	346	952	36	12	6		38	15	15	29	151	13.6	913	9	30				148	3				

ALABAMA—*(Continued)*

YEAR 1928-29									Semester Hours Passed in									Semester Hours Failed in										Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
STATE ALABAMA																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Tuscumbia																																							
Deshler High School	B	P	320	22	8	8	3	3	23		8	6	12	17		41	107			8					15	23	17.7	61		46					15	8			
Tuskegee High School	B	P	135	9	3	3	3	3	10					4	3	21	38					9			2	11	22.4	14		24				3		8			
Union Springs High School	B	P	207	31	11	11	2	2	34	12	16		22	44	6	38	172		3			3				6	3.4	118		54				6					
Union Town High School	B	P	38	9	3	3	1	2	9	3	3	3	6	3	3	10	40					3	4			7	14.9	25	15					7					
TOTAL			23257	2388	1366	1345	480	860	3772	1183	2157	302	2459	2843	589	5665	18975	458	208	179	24	658	451	178	542	2698		14292	669	3730	267	17	0	2153	123	362	59		
PER CENT OF TOTAL																		10.8	15.0	7.7	7.4	21.1	13.7	23.2	8.7		12.4	65.9	3.1	17.2	1.2	.07		9.9	.6	1.7	.3		

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YEAR 1928-29 STATE FLORIDA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Arcadia																																							
De Soto County H. S.	8	P	291	34	8	8	2	2	25		15	6	12	19	18	31	126	3							3	6	4.5	83	43					3	3				
Auburndale High School	3	P	85	19	6	6	2	3	20	3	15		3	15	6	25	87	2		3		3		3		11	11.2	40	47					11					
Avon Park High School	8	P	220	14	4	4	0	0	12	3	12		6	11	6	13	63											16	47										
Bartow																																							
Summerlin Institute	8	P	223	48	22	22	10	19	57	15	19	17	15	48	12	125	308	12	6	6	1	12	9	3	12	61	16.5	214	94					61					
Blountstown																																							
Calhoun County H. S.	8	P	96	26	9	9	2	5	29	12	20		6	9	9	46	131	3	3			3	3		3	15	10.3	98	33					15					
Boynton High School	8	P	47	2	0																																		
Bradenton																																							
Manatee County H. S.	8	P	476	69	35	35	15	26	90	36	54	6	35	98	39	137	495	11	6	9	6	17	25	15		89	15.2	448	47					89					
Brooksville																																							
Hernando High School	8	P	150	26	7	7	3	6	21	6	15		10	10	12	24	98	2		3	3	3	4		1	16	14.0	82	16					16					
Bushnell High School	8	P	106	19	7	3	1	1	9		3		6	3	3	16	40			3						3	7.	31			9			3					
Chipley																																							
Washington County H. S.	8	P	185	24	6	6	3	3	12		12		9	5	9	46	93	6		3						9	8.8	93						9					
Clearwater																																							
Central High School	8	P	296	48	19	19	7	13	52	9	18	7	24	35	24	98	267	6	3	3	2	15	10	3	2	44	14.1	261			6			44					
Clermont																																							
Clermont-Mineola H. S.	8	P	90	8	2	2	1	1	3	3	6		3	8	3	3	29	3								3	9.4	16	13						3				
Cocoa High School	8	P	206	19	4	4	4	9	3		6		8		3	20	40	6	3	3		6		3	7	28	41.2	30			10			25			3		
Coral Gables																																							
*Military Academy																																							
Ponce de Leon H. S.	8	P	302	51	8	7	4	7	15	3	6		3	21	3	36	87	6	3	3			7		3	22	20.1	68	19					12	10				
Crescent City High School	8	P	114	11	6	6	2	6	15	6	6		6	13	3	35	84	5				6			7	18	17.6	84						18					
Dania High School	8	P	192	18	5	5	2	5	12	6	6	3		10	3	29	69	3		3		3	3		5	17	19.8	53	16					17					
Daytona Beach																																							
Daytona High School	8	P	231	40	14	14	6	14	40	14	14	16	13	18	12	64	191	9	3	6		8	18	3	4	51	21.1	127	30		16		18	51					
Seabreeze High School	8	P	326	22	9	9	2	4	26	9	6		6	58	6	35	146	3	3	3					3	12	7.6	115	31					12					
DeFuniak Springs																																							

FLORIDA—*(Continued)*

YEAR 1928-29 STATE FLORIDA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private *	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Palmer College Academy	8	Pr	61	11	11	11	2	3	30	9	18	9	18	34	15	45	178	3				6				9	4.8	78	34	66				6		3			
Walton County H. S.	8	P	238	36	9	9	5	14	12		3		9	32	3	44	103	15	3			9	17		7	51	33.1	82		21				27		24			
DeLand High School	8	P	197	44	26	23	5	9	91	56	21	19	34	38	3	105	367	8		5		15	5		7	40	9.8	84	248		35			3	37				
Delray High School	8	P	101	15	5	5	2	2	14	6	14	3	6	16		18	77	3							5	8	9.4	46	31					3	5				
Dunnellon High School	8	P	62	7	0																																		
Eau Gallie High School	8	P	60	2	1	1	1	4						3		3	6	3	3	3		5				14	70.	6						14					
Eustis High School	8	P	216	24	10	10	1	1	29	15	9		6	67	9	56	161	3								3	1.8	128	33					3					
Everglades High School	8	P	12	2	1	1	0	0	5		3					11	19											19											
Fort Lauderdale																																							
Central High School	8	P	606	47	20	20	3	5	54	15	21	6	33	67	17	89	302	3		3		9		3		18	5.6	242	15		30		15	18					
Fort Meade High School	8	P	157	20	5	5	4	6	11	3	3		9			41	67	6	3	3			5		4	21	23.9	67						21					
Fort Myers High School	8	P	252	55	16	16	10	15	39	9	21	3	23	26	12	73	206	9	12	3			18	6	6	54	20.8	182	6	18				45	9				
Fort Pierce High School	8	P	207	40	11	11	3	5	33	3	6	4	15	33	15	68	177	6	3			9				18	9.2	142	35					18					
Gainesville High School	8	P	732	47	33	33	9	18	93	42	39	9	48	36	15	176	508	12	9	6		3		6	14	50	8.9	461	47					50					
Green Cove Springs																																							
Clay County High School	8	P	105	16	0																																		
Florida Military Academy	8	Pr	33	12	6	6	5	13	8					23		30	61	9	3	3		6	20	6	3	50	45.	61						50					
Groveland High School	8	P	97	17	4	4	2	5	9		3		4		6	20	42	3			3	3	5		6	20	32.3	33	9					14	6				
Haines City High School	8	P	113	16	5	5	2	7	11	3			6	12	9	18	59	8	3	6		3			1	21	26.2	43			16			21					
Hastings High School	8	P	132	15	12	12	8	13	21	3	3		18	53	6	53	157	12	6			3	4	9	8	42	21.1	131	23				3	24	10				8
High Springs High School	8	P	72	8	4	4	2	5	8	3	6			22		16	55	6	3			3			3	15	21.4	55						15					
Homestead																																							
Homestead High School	8	P	198	23	2	2	2	4	3		6					13	22	3		3		3			3	12	35.3	22						12					
Redland High School	8	P	104	12	2	2	2	2	6				5	9		9	29	3							1	4	12.1	18	11					3	1				
Jacksonville																																							
Andrew Jackson High Sch.	8	P	921	155	54	54	25	42	131	42	72	3	76	70	27	358	779	32		15		27	20	9	37	140	15.2	736	28	15				140					
Landon High School	8	P	570	24	6	6	4	9	8		8		3	10	3	46	78	12		3		3	5		4	27	25.7	63	15					27					
Robert E. Lee High School	8	P	850	165	72	72	26	52	212	71	98	35	114	144	63	316	1053	26	12	12	3	22	26	24	31	156	12.9	928	80		45			156					
Key West High School	8	P	533	51	9	8	4	8	17	3	9		9	24	18	26	106	9	3				20		3	35	24.8	106						35					
Kissimmee																																							
Osceola County H. S.	8	P	221	34	9	9	4	10	20	3	6		17	12	9	38	105	9	5	3		3	16		8	44	29.5	54	31	6	14			32		8	4		

FLORIDA—(Continued)

YEAR 1928-29 STATE FLORIDA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
LaBelle High School	8	P	112	5	0																																		
Lake City High School	8	P	193	23	11	9	6	9	18	12	9	1	6	29	6	42	123	6	3		2	6		6	3	26	17.4	108	15					26					
Lakeland High School	8	P	897	107	34	34	11	26	76	21	51	3	55	89	36	133	464	27		3		7	23	12	16	88	15.9	215	249					72	16				
Lake Wales High School	8	P	162	25	10	10	2	2	27		19	3	19	30	12	49	159							5	3	8	4.8	92	47	20				8					
Lake Worth	8	P	282	41	7	6	2	3	18	3	15		4	15	9	23	87					6		3		9	9.4	87						9					
Largo High School	8	P	227	17	5	5	2	5	12		3		9	7	6	27	64	6				3	5	3		17	21.	45		19				3		14			
Leesburg High School	8	P	354	55	23	23	8	16	64	22	27	5	32	59	9	120	338	8	9	3		15	3	6	6	50	12.9	268	26		44			41	6		3		
Live Oak																																							
Suwannee High School	8	P	321	34	7	7	4	9	15		12		6	3	9	44	89	6		6			8	6	2	28	23.9	89						28					
Marianna																																							
Jackson County High School	8	P	318	28	15	15	8	16	28	6	21	3	9	22	6	79	174	18	9	9		3	6		1	46	21.	137	16	21				37		9			
Melbourne High School	8	P	518	29	[illegible]	6	0	0	16		13		3	13	9	41	95											49		17	11		18						
Melrose High School	8	P	80	2	1	0																																	
Miami																																							
Dade County Agr. H. S.	8	P	238	44	12	12	4	4	42	12	5	3	26	38	8	46	180								12	12	6.2	95	54		31			7	5				
Miami High School	8	P	1772	371	147	147	55	86	342	84	175	35	216	223	108	779	1962	78	12	23	6	38	38	42	61	298	13.2	1377	114	357	99	15		209	6	66	17		
Miami Beach																																							
Ida M. Fisher High School	8	P	220	33	9	9	4	5	30	12	18		3	25	3	36	127					6	3	3	3	15	10.6	44		65	18			6			9		
Milton																																							
Santa Rosa County H. S.	8	P	168	29	8	8	5	8	12	6	12		17	10		47	104	6		6	3				7	22	17.4	87					17	22					
Mount Dora High School	8	P	69	12	4	4	1	1	13		3		11	3	6	16	52			3						3	5.5	15	15		22			3					
Montverde High School	8	P	188	22	15	15	11	25	22	6	6		12	43	6	56	151	26	3			17	25	11	28	110	42.1	100	16	6	29			60	33	13	4		
Mulberry High School	8	P	150	13	6	6	4	10	6		6		9	15	6	35	77	12	6			6	4		2	30	28.	77						30					
New Smyrna High School	8	P	335	23	6	6	3	5	15		5		9	15	6	35	85	3				3		3	11	20	19.	85						20					
Ocala High School	8	P	310	68	26	26	13	17	82	24	33	9	39	48	12	147	394	6	6	3		15	6	9	5	50	11.3	351	31	12				50					
Okeechobee High School	8	P	110	13	4	4	3	5	9	3	6	3	2	7	6	20	56	3		3		5	1		2	14	20.	31	9				16	3	10				1
Ocoee High School	8	P	82	16	0																																		
Orlando High School	8	P	657	154	45	45	15	28	118	58	61	12	59	84	17	268	677	20	6	3		26	9	9	17	90	11.7	615	30		32			90					
Palatka																																							
Putnam County H. S.	8	P	410	45	11	9	8	17	13		8	8	14	22	8	22	95	18	3		5	9	15	3	13	66	41.0	65	30					61	5				
Palmetto High School	8	P	287	33	5	5	2	3	14	3	6		6	18	9	21	77	3						3	4	10	11.5	77						10					

FLORIDA—(Continued)

YEAR 1928-29 STATE FLORIDA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Panama City																																							
Bay County High School	8	P	293	40	23	23	12	21	57	21	36		26	45	26	108	319	20	3	9		14	11	6	3	66	17.1	274	29		16			50			16		
Pensacola																																							
Pensacola High School	8	P	906	108	47	47	9	10	136	50	87	23	84	120	27	229	756	12	3			6	3	6		30	3.8	643	16	82	15			24		6			
*St. Michael's H. S.																																							
Perry																																							
The Taylor County H. S.	8	P	137	22	5	5	3	6	9	7	6		6	14	6	14	62	5		3			5		2	15	19.5	62						15					
Plant City High School	8	P	468	70	21	21	11	22	47	11	38	3	22	47	15	97	280	12	3	3		15	18	9	19	79	22.	248	32					79					
Pompano High School	8	P	107	8	3	3	1	2	9		3		3	3		28	46					3			8	11	19.3	46						11					
*Port St. Joe High School																																							
Quincy																																							
Gadsden County High Sch.	8	P	229	29	11	11	6	15	25	6	12		6	29	12	51	141	9	3	9		6	3	12	3	45	24.2	107	18	16				45					
St. Augustine																																							
Elizabeth Ketterlinus H.S.	8	P	254	34	16	16	4	8	45	19	17	12	16	47	15	61	232	3		6		6		6	7	28	10.8	187	16		29			25			3		
St. Joseph's Academy	8	Pr	120	18	1	1	1	2	3					3		1	7		3						6	9	56.2	7						9					
St. Cloud High School	8	P	104	18	7	7	3	5	22	5	11	3		17	6	38	102	3		3			6		1	13	11.3	72	30					13					
St. Leo Academy	8	Pr	57	8	4	4	3	5	9				4	13		29	55	3				7	5		3	18	24.7	39			16			14			4		
St. Petersburg High School	8	P	1084	270	118	118	56	103	317	112	182	18	188	237	141	353	1548	102	25	9	4	72	85	27	36	360	18.9	329	43	1074	102			106		3217	34		
Sanford																																							
Seminole High School	8	P	414	66	25	25	12	16	67	28	35		20	37	12	161	360	16	4			21	10	3	18	72	16.7	291	44		9		16	68			4		
Sarasota High School	8	P	249	52	16	16	2	4	43	17	18	8	16	44	6	79	231	3		3		3		3		12	4.9	175	35		21			12					
Sebring High School	8	P	181	16	7	7	2	2	19	6	12	3	18	12	9	34	113	6							3	9	7.4	97	16					9					
Stuart High School	8	P	114	11	8	8	3	4	24	6	15		12	6	15	40	118	6					10			16	11.9	103	15					16					
Tallahassee																																							
Leon County H. S.	8	P	199	60	35	35	12	29	88	36	52	6	18	54	27	204	485	17	9	12		18	15	9	15	95	16.4	470			15			95					
Tampa																																							
Hillsborough High School	8	P	1233	242	66	66	17	31	172	74	64	9	104	166	46	405	1040	30		18		15		6	34	103	9.	888	32	23	97			103					
Tampa (Continued)																																							
Academy of the Holy Names	8	Pr	96	22	3	3	1	2	9	3	6	3	3	6		13	43			3		3				6	12.2	43						6					
Plant High School	8	P	572	89	50	50	13	28	126	54	66	21	57	102	30	291	747	24	3	6	3	9	28	9	8	90	10.8	747						90					
Sacred Heart H. S.	8	Pr	115	8	6	4	0	0	16			5		40	3	26	90												90										

FLORIDA—*(Continued)*

YEAR 1928-29 STATE FLORIDA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Tarpon Springs High School	8	P	251	26	15	15	11	18	32	8	12		6	34	12	63	167	12	3			12	19		13	59	26.1	95	28	11	29		4	44			11		4
Tavares High School	8	P	90	3	2	1	0	0	3	3				3		8	17											17											
Titusville High School	8	P	432	11	1	1	0	0	3		3			3	3	3	15											15											
Umatilla High School	8	P	88	17	11	11	3	7	36	11	12	8	6	12	11	50	146	2	2			2	10		2	18	11.	79	45	22				13		5			
Vero Beach High School	8	P	97	20	6	6	2	6	16	3	6	3	6	6	9	30	79	6		6				3	5	20	20.2	79						20					
Wauchula High School	8	P	366	47	16	16	10	19	38	3	21		6	43	6	101	218	12	3	6		9	9	3	10	52	19.3	218						52					
West Palm Beach H. S.	8	P	650	93	24	24	7	13	69	29	38	6	26	46	18	137	369	3	3	9	3	6	5		8	37	9.1	350			19			37					
Wildwood High School	8	P	90	16	2	2	0	0	8				5	3	3	14	33											18	15										
Winter Haven High School	8	P	364	47	19	19	5	10	61	9	32	5	18	37	12	112	286	8	6	3		6		3	3	29	9.2	198	63	14	11			23			6		
Winter Park High School	8	P	252	32	15	12	4	6	30	11	15	6	15	21	12	99	209	3				3	10	3	1	20	8.7	209						20					
TOTAL			28558	4151	1504	1482	580	1070	3837	1215	1915	373	1875	3200	1180	7420	21015	846	228	286	44	609	638	325	605	3581		15861	2301	1885	846	15	107	2917	168	365	118	0	13
PER CENT OF TOTAL																		18.1	15.8	12.5	10.6	24.1	16.6	21.6	7.6		14.6	64.5	9.4	7.6	3.4	.05	.4	11.9	.7	1.5	.5		.05

*No Report.

GEORGIA

YEAR 1928-29 STATE GEORGIA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'	In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'
Acworth High School	7	P	80	15	1	1	0	0						4		13	16											16											
Albany High School	7	P	548	85	30	30	7	19	64	21	29	10	33	65	3	179	404	12	12	3	2	11	18		18	76	15.8	256	84	48			16	76					
Americus High School	7	P	266	39	18	17	11	20	33	16	14	3	21	38	12	76	213	9	3	3		23	14	3	9	64	23.1	213						64					
Ashburn High School	7	P	125	22	10	10	2	2	24	9	15	9	14	21	6	49	147			3					3	6	3.9	86		61				3		3			
Athens																																							
High School	7	P	651	101	60	60	25	49	144	72	72	22	82	153	10	236	791	21	6	24	2	27	49		27	156	16.5	601	151	21			18	117	36	3			
Lucy Cobb Academy	7	Pr	46	13	9	9	4	9	18	15	15	8	12	13	4	33	118	3	3		1		10		9	26	18.1	61	30	27				26					
Atlanta																																							
Boy's High School	8	P	680	88	79	73	11	11	130	97	87	16	190	203	27	240	990	12		6		3	9		6	36	3.5	898		48	44			30		6			
Commercial High School	8	P	940	152	8	8	4	4	20	4	9	1	12	7	9	68	130	3					6		2	11	7.8	100		30				5		6			
Fulton County H. S.	7	P	995	72	23	23	7	7	66	21	21	12	63	37	12	134	366	3				3	13	9	2	30	7.6	315	33	18				30					
Girls High School	8	P	821	160	52	49	10	13	125	88	97	51	67	88	18	153	687	3	9			17		3	8	40	5.5	458	106	81	42			26	10	3	1		
Marist High School	8	Pr	169	12	7	7	2	4	18	21	15		18	4	3	40	119	3					4		3	10	7.7	83		36				10					
North Ave. Presby. Sch.	8	Pr	200	40	27	27	8	8	85	54	48	23	46	46	3	87	392		3	3	1	6			13	26	6.2	221	30	122	19			26					
Tech High School	8	P	975	154	71	71	30	51	177	39	84		225	138	93	376	1132	21	9	3		39	29	33	38	172	13.2	1072		60				166		6			
University School	7	Pr	91	21	18	18	14	31	30	15	18	9	21	22	3	81	199	21	12	5	3	32	16		26	115	36.6	160		39				103		12			
Washington Seminary	8	Pr	269	43	20	19	10	15	42	36	21	27	18	31	9	51	235	9	6		3	11	17		3	49	17.3	126	52	57				34	12	3			
Augusta																																							
Academy of Richmond Co.	7	P	692	60	35	35	20	36	77	54	40	6	102	82		80	441	24	9	12		21	50	3	15	134	23.3	168		273				45		89			
Tubman High School	7	P	810	111	54	54	11	19	144	99	141	21	97	148	9	135	794	9	9	6	6	15	8		6	59	6.9	133	54	607				11		48			
Bainbrudge High School	7	P	228	42	16	16	3	3	44	20	25	15	31	27	15	75	252	6							2	8	3.	185	51	16				8					
Barnesville																																							
Gordon Institute	7	P	181	70	40	30	11	25	77	12	45	27	44	74	15	110	404	13	6	16	3	9	18	6	4	75	15.6	136	43	225				51	6	18			
Blackshear High School	7	P	237	34	9	9	5	6	14	7	12	4	9	20		44	110	8				3	6		3	20	15.4	44		66				6		14			
Blythe High School	7	P	50	5	1	1	0	0							4	13	17											17											
Brunswick																																							
Glynn Co. Academy	8	P	325	40	15	14	7	10	30	9	24	20	20	29	3	56	191	2	5	3		2	3	3	12	30	13.6	146	21	24				12	9	9			
Cairo High School	7	P	156	22	10	10	2	4	24	9	3		3	20	14	73	146	6				3	3			12	7.6	35		111				9		3			
Calhoun High School	7	P	144	23	6	6	4	6	18	6	15		12	11	3	29	94	3						6	8	17	15.3	68	17	9				14		3			
Canton High School	8	P	194	39	22	22	7	11	60	45	32	12	40	41		100	330	9	3	8		6		3	8	37	10.1	172	59	99				34		3			
Carrolton High School	8	P	235	36	23	23	7	13	49	23	22	8	47	33	3	111	296	9	9	3			22		3	46	13.4	85	94	117				37	9				

GEORGIA—*(Continued)*

YEAR 1928-29 STATE GEORGIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in English	Semester Hours Passed in French	Semester Hours Passed in History	Semester Hours Passed in Latin	Semester Hours Passed in Mathematics	Semester Hours Passed in Science	Semester Hours Passed in Spanish	Semester Hours Passed in Other Subjects	Total Semester Hours Passed	Semester Hours Failed in English	Semester Hours Failed in French	Semester Hours Failed in History	Semester Hours Failed in Latin	Semester Hours Failed in Mathematics	Semester Hours Failed in Science	Semester Hours Failed in Spanish	Semester Hours Failed in Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges: In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'	Semester Hours Failed in Colleges: In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'
Cartersville High School	7	P	249	36	17	17	10	18	43	23	15	9	15	30	15	67	217	5	6	6	3	9	12	9	9	59	21.4	163	24	30				47	6	6			
Cedartown High School	7	P	281	50	22	22	6	9	60	6	22	10	24	51	28	122	323	2	3			10		8	15	38	10.5	188	120	15				35	3				
Clarksville																																							
9th Dist. A. & M.	7	P	150	36	10	9	6	9	21	6	6	3	9	24		53	122	6	3	3		3	7		7	29	19.2	51	71					4	25				
Claxton High School	7	P	156	32	12	10	2	2	37	18	10			16	4	75	160	3							3	6	3.6	35	69	56					3	3			
Cochran High School	7	P	98	12	9	4	0	0	12	3	6		2	8		37	68											51	17										
College Park																																							
Georgia Military Academy	8	Pr	270	63	40	18	13	31	40	15	28		52	32		85	252	24	12	5		18	7	20	20	106	29.6	241			11			106					
Columbus High School	7	P	824	98	57	57	11	13	173	60	74	25	102	126	51	283	894	3	6			11	19		10	49	5.2	690	204					43	6				
Commerce High School	7	P	131	21	14	14	6	8	41	6	25		31	16	19	62	200		3				7	3	12	25	11.1	116	18	66				19		6			
Conyers High School	7	P	106	21	5	5	3	5	9	9	9		6	10		16	59	3				6	11		3	23	28.0	14	15	30				20	3				
Cordele High School	8	P	186	52	20	20	7	12	39	18	18	3	12	40		154	284	12		3		2	9	3	10	39	12.1	178	54	43	9			31		6	2		
Covington High School	7	P	144	18	10	9	0	0	30	9	3	3	3	25		63	136											100	36										
Cuthbert High School	7	P	136	27	14	5	1	3	13	6	12		10	14	3	24	82	3				6	1			10	10.9	46		36				10					
Dalton High School	7	P	278	55	16	16	8	14	27	21	12	13	21	27	3	94	218	12	5	3		21	11	3		55	20.1	168	15	35				51		4			
Dawson High School	7	P	145	46	19	19	7	10	46	23	9	6	14	52	8	99	257		8	10		17			6	41	13.7	154	39	64				31		10			
Decatur High School	8	P	341	62	32	32	9	13	62	70	42	21	47	80	11	74	407	12	6	6	3	12				39	8.7	350	33	24				36	3				
Dublin High School	7	P	394	60	19	19	2	7	45	17	14	9	14	48	3	127	277	3	5	5		11	3	3		30	9.7	211	49	17				30					
East Point High School	7	P	320	22	9	9	3	6	24	6	3	9	3	12	12	48	117					6	4	3	5	18	13.3	24	63	30				12		6			
Eatonton High School	7	P	125	18	11	8	1	4	30	6	13		16	26	12	69	172	3		2			5	3		13	7.	109	18	45				13					
Elberton High School	7	P	221	18	5	5	0	0	15	9	2		12	21	6	27	92											92											
Fitzgerald High School	7	P	316	42	16	16	1	2	48	12	12		11	54		107	244		3				1			4	1.6	162	36	46						4			
Fort Valley High School	7	P	195	26	15	14	7	9	27	21	12	10	12	35	3	66	186	3	6	6		3	3		10	31	14.3	158	28					28	3				
Gainesville																																							
High School	7	P	404	68	42	42	18	37	114	25	54	6	43	69	18	218	547	9	12	6		33	41	3	18	122	18.2	298	249					118	4				
Riverside Military Academy	7	Pr	380	80	45	45	32	71	84	36	38	3	84	75	23	152	495	39	22	31	3	45	51	14	54	259	34.3	437	15	18	25			235		18	6		
Greensboro High School	7	P	106	18	6	6	0	0	18		3		9	15	7	47	99											83	16										
Griffin High School	7	P	409	46	21	21	5	6	47	20	20	5	50	48	21	117	328	6				6	3	3	2	20	5.8	310	18					20					
Hartwell High School	8	P	244	64	15	15	5	9	43	21	14		14	48	9	72	221	3	3	2		16	3	3		30	11.9	127	79		15			24	6				
Hawkinsville High School	7	P	158	22	17	17	3	3	40	25	14		19	37		84	219		3			5			3	11	4.8	191	17		11			8			3		
Hepzibah High School.	7	P	84	11	3	3	3	6	3	6	3		3	8		10	33	6	3			6	4			19	36.5	20		13				16		3			

GEORGIA—(Continued)

YEAR 1928-29 STATE GEORGIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Jackson High School	7	P	120	34	5	5	1	2	6	3				16		48	73					3	3			6	7.6	64	9						6				
La Grange High School	7	P	492	59	29	29	11	12	79	51	26	27	27	77	6	121	414	3	3			12	14	6	12	50	10.8	271	143					45	5				
Lavonia High School	7	P	115	12	8	8	1	1	25	6	6	3	9	18		68	135		3							3.	2.2	83	52					3					
Locust Grove Institute	7	Pr	125	46	17	14	9	23	21	15	9	5	21	19		51	141	21				18	15	11	16	81	36.5	138		3				70		11			
Louisville Academy	7	P	105	12	4	4	0	0	14	8		3	5	7		24	61											31	15	15									
Macon																																							
Lanier H. S. for Boys	7	P	639	69	43	43	8	17	113	49	73	12	92	125	18	187	669	15	6			31	9	6		67	9.1	635	19	15				67					
Lanier H. S. for Girls	7	P	647	79	39	39	3	6	111	64	81	52	34	39	24	208	613	3		6			7		3	19	3.	411	169	33				10	9				
Madison High School	7	P	95	23	9	9	4	5	27	12	5	2	15	24	3	41	129		3		1	3	6			13	9.1	84	45					10	3				
Manchester High School	7	P	447	18	9	9	4	8	21	15	6	3	9	12	6	47	119	3	3	3		5	10		3	27	18.5	64	55					27					
Marrietta High School	7	P	345	62	19	19	13	26	28	15	15	3	30	32	9	104	236	18	3	9		12	29	6	13	90	27.6	209	9	18				69	6	15			
Metter High School	7	P	132	23	5	5	2	2	12	9	12		9	6		34	82	3					3			6	6.8	17	27	38					3	3			
Milledgeville																																							
Georgia Military Col. H.S.	7	P	287	60	37	37	24	50	59	24	42	6	53	79	10	120	393	41	12	15		23	29	9	37	166	29.7	344		6	24		19	146		6	13		1
Monroe High School	7	P	101	13	7	7	3	3	24	6			6	13	3	39	91		3				7			10	9.9	40	51								10		
Montezuma High School	7	P	150	31	16	16	2	3	50	27	30		13	29		96	245	.3				6			3	12	4.7	182	27	36				9	3				
Moultrie High School	7	P	361	63	29	24	8	12	54	9	12		24	63	3	190	355	6	6			6	10	3	6	37	9.4	339		16				34		3			
Mount Berry																																							
The Berry Schools	7	Pr	476	66	20	20	9	11	60	15	3	6	24	44	18	151	321					21	7	9		37	10.3	24		297				9		28			
Mount Vernon																																							
Brewton-Parker Institute	7	Pr	148	43	3	2	1	1	6		3					17	26								6	6	18.8	10		16				6					
Newman High School	7	P	303	47	20	19	4	8	58	39	20	12	43	37	3	58	270	3	6	2		3	8	3		25	8.5	228	42					22	3				
Norman Institute	7	Pr	165	21	15	14	7	11	33	9	15	3	27	55	12	41	195	9	6	3		6	6	3	5	38	16.3	61		134				14		24			
Oxford																																							
Emory University Academy	7	Pr	135	31	28	28	10	13	65	26	31	9	55	65	18	109	378	14	9	3		5	13		5	49	11.5	313	48	17				36	3	10			
Pembroke																																							
Bryan County High School	7	P	89	16	9	8	6	12	12	6	9	4	16			36	83	9	5	5	1	3	9	3	6	41	33.1	18	26	39				10	6	25			
Perry High School	7	P	119	21	10	6	0	0	23	9	5	6	8	15		24	90											45	36	9									
Quitman High School	7	P	205	26	13	13	2	2	30	22	22	3	8	27		92	204					3			3	6	2.9	112	16	76				6					
Richland High School	7	P	78	16	6	2	0	0	7		3		1	7		16	34											16		18									
Rome																																							

GEORGIA—*(Continued)*

YEAR 1928-29 STATE GEORGIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
High School	7	P	526	77	37	37	13	25	97	79	54	7	35	61	8	160	501	14	3	11	3	27	25	3	6	92	15.5	501						92					
Darlington Academy	7	Pr	144	45	30	30	15	33	76	41	19	6	72	68	14	108	404	9	6	3	3	9	25	6	26	87	17.7	379		18	7			52		24	11		
Savannah																																							
Benedictine School	8	Pr	185	25	13	13	5	10	38	9	17	6	37	30		49	186	6	4	3		3	8		2	26	12.2	92		46	48			13			13		
Senior High School	8	P	904	194	118	84	28	52	223	97	80	35	161	160	51	449	1256	24	5	15		38	47	15	25	169	11.9	759	145	288	32	16	16	148		21			
Pape School	7	Pr	65	8	4	4	1	1	18	12	9	3	6	15		1	64								1	1	1.5	32			32			1					
Summerville High School	7	P	119	16	5	5	0	0	15	4	9			11		51	90											75		15									
Swainsboro High School	7	P	114	21	12	10	6	8	27		12	3	3	19	3	82	149	6				13	4		6	29	16.3	98		51				22		7			
Tallapoosa High School	7	P	153	26	6	5	0	0	15	9	9		3	7		39	82											34	34				14						
Thomasville High School	7	P	320	39	18	15	4	4	47	41	22	5	35	42	6	72	270					6	3		7	16	5.6	237	33					16					
Thomaston																																							
R. E. Lee Institute	7	P	205	32	3	3	3	8	3		3	3	3	1		15	28	6	6	3		6	3		2	26	48.1	28						26					
Tifton High School	7	P	238	46	28	28	7	10	57	18	12	9	48	47	33	75	299	6	3	3		12			7	31	9.4	70	71	158				6	6	19			
Toccoa High School	7	P	175	25	7	7	2	4	24	12	9		9	12		45	111	3				3	4		3	13	10.5	9	54	48				7		6			
Valdosta High School	7	P	510	63	40	40	11	17	117	64	64	15	22	84		222	588	5		6		5	15	6	24	61	9.4	78		510				5		56			
Walker Park High School	7	P	295	53	20	17	11	24	36	12	12		25	36	3	87	211	9		6		24	10	18	14	81	27.7	160	18	33				78		3			
Warrenton High School	7	P	66	14	7	7	1	1	15	15	5		3	16		43	97						4			4	3.9	97						4					
Washington High School	7	P	162	29	15	12	2	2	33	15	9	10	15	27		81	190						4		3	7	3.5	144	33	13				7					
Waycross High School	8	P	330	46	22	11	6	8	27	21	15		17	28		47	155	3	3			3	11		6	26	14.3	122	33					26					
Waynesboro High School	7	P	135	25	19	19	9	13	39	54	54		42	76			265	18	3	3		15				39	12.8			265						39			
West Point High School	7	P	99	21	13	12	3	3	33	6	31	15	38	18	9	60	210		6				3			9	4.1	140	70					6	3				
Winder High School	7	P	239	34	17	17	3	7	63	24	6	3	24	43	9	99	271		6		3	6	4		5	24	8.1	61	210					15	9				
Woodbury Meriwether Co. H.S.	7	P	85	22	4	3	1	2	9	3	6		6	7		17	48		3				4			7	12.7	30	18					7					
Young Harris Academy	7	Pr	212	52	30	2	0	0	11			5	5	8		4	33											33											
TOTAL			28108	4437	2068	1892	661	1159	4689	2279	2291	723	3033	4071	809	8836	26731	638	347	297	41	825	860	263	670	3941		17540	3636	5137	319	16	83	3004	209	668	59	0	1
PER CENT OF TOTAL																		12.	13.2	11.5	5.4	21.1	17.4	24.5	7.		12.8	57.2	11.8	16.7	1.	.05	.3	9.8	.7	2.2	.2	0	0

KENTUCKY

YEAR 1928-29 STATE KENTUCKY NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Anchorage High School	8	P	200	31	14	13	4	7	38	15	8	3	12	29		68	173	3			3	6	3	3	4	22	11.3	119	24	13			17	16	6				
Ashland Senior High School	8	P	591	158	49	49	20	31	122	42	58	24	70	117	10	193	636	17	3	9	3	11	28	6	16	93	12.7	282	85	121	148			51	6	6	30		
Beaver Dam High School	8	P	133	19	3	3	0	0	9			3	16	12		17	57											57											
Bellevue High School	8	P	136	26	6	6	3	6	14		3	3	6	10		21	57	2	4			9	14		4	33	36.7		16		41						33		
Berea Academy	8	Pr	520	92	58	44	13	16	71	144	84		28	143		197	667	6	4	6			19		8	43	6.1	667						43					
Bowling Green																																							
Bowling Green High School	8	P	310	67	41	39	17	21	116	57	42	20	49	45		207	536	3		18		5	8		28	62	10.4	536						62					
Teachers College H. S.	8	P	103	7	3	3	1	1	6	10	3	2	4	5		15	45		5							5	10.	45						5					
Calhoun High School	8	P	101	28	7	7	7	15	9				3	5		42	59	9		9		5	12		13	48	44.9	59						48					
Campbellsville College H. S.	8	Pr	115	15	10	10	3	5	24	24	21		24	8		40	141	6	3	3			4			16	10.2	6		135				10		6			
Carlisle High School	8	P	170	22	1	1	0	0	3					7		6	16												16										
Carrollton High School	8	P	126	26	6	6	2	2	19	3		6	9	8		38	83								4	4	4.6	57	9		17			4					
Catlettsburg High School	8	P	176	21	6	6	3	6	22	13	12	5	3	3	4	11	73	3		3		3	7		3	19	20.7	32		41						19			
Central City High School	8	P	235	25	15	15	5	12	54	12	9	2	13	3		96	189	3		12	3	10			7	35	15.6	146	10	12	21			26			9		
Columbia High School	8	P	187	24	6	0																																	
Corbin High School	8	P	249	30	17	17	7	10	48	27	27		10	57	3	63	235		3	9			12		9	33	12.3		22	213					3	30			
Covington																																							
Holmes High School	8	P	954	40	28	28	6	10	68	38	34	10	44	71	9	143	417		9	9	3	6			8	35	7.7	170	16	14	217			3			32		
Notre Dame High School	8	P	69	16	4	2	0	0	3	6	3	3			3	40	58														42		16						
St. Walburg Academy	8	Pr	59	10	1	1	0	0		3						16	19														19								
Villa Madonna High School	8	Pr	56	5	1	1	1	1	3							3	6								5	6	45.5				6						5		
Cynthiana High School	8	P	206	38	10	10	3	9	31	15	9	15	6	17	3	34	130	3		3		10	13		5	34	20.8	68	40		22			21			13		
Danville High School	8	P	254	48	30	30	10	21	75	40	42	3	55	107	3	113	438	12	18	9	3	9	8		6	65	12.9	376	45		17			62	3				
Dayton High School	8	P	157	28	8	8	4	10	18	11	10		4	14		34	85	7	4			3	9		5	28	24.8	31			54						28		
Elizabethtown High School	8	P	165	42	8	8	2	7	18	9	9		12	30	3	20	101	6	3	6		3	6			24	19.2	92	9					24					
Falmouth High School	8	P	135	30	2	2	1	4	3	3	3					18	27	3				5	5		3	16	37.2	27						16					
Fort Thomas																																							
Highlands High School	8	P	200	41	10	10	4	4	21	17	11	3	25	26	4	42	149					2			5	7	4.5	14	9		110		16	2			5		
Frankfort High School	8	P	315	51	19	19	7	15	48	30	15		16	36	3	102	246	15	4	3		7	15		10	54	18.	205	9	32				54					
Franklin High School	8	P	246	40	18	18	4	4	51	11	27	3	30	24	4	116	266		5	3		6				14	5.	262			4			14					
Fulton High School	8	P	235	50	25	25	8	10	72	28	23	9	44	34	10	139	359	5		4		7	4		16	36	9.1	243	15	17	61		23	27			2		7

KENTUCKY—*(Continued)*

YEAR 1928-29 STATE KENTUCKY (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Georgetown High School	8	P	169	29	10	10	4	5	24	12	12	3	28	34	6	46	165	6				8	5			19	10.3	149	16					19					
Glasgow High School	8	P	254	32	9	9	4	6	23	13	6	5	10	18		46	121			6	2	6			1	15	11.	77			26		18	11			4		
Greenville High School	8	P	221	33	13	13	3	4	36	12	12		25	17		98	200			3			8		3	14	6.5	183		17				14					
Harlan High School	8	P	376	28	10	10	2	3	27	9	6	3	17	27	8	55	152	3		3			4			10	6.2	59	28	36	29				3	7			
Hazard High School	8	P	176	19	10	9	2	2	22	11	6		29	34		25	127						5		3	8	5.9	87	24	16				3	5				
Henderson																																							
Barrett Manual Tr. H. S.	8	P	388	63	18	17	5	14	44	24	15		22	30		98	233	12				18	6	3	5	44	15.9	148		61	24			35			9		
Hickman High School	8	P	150	23	7	7	0	0	24	8	8	7	21	6		35	109											77	16				16						
Hindman																																							
Knott County High School	8	P	102	8	7	7	3	4	17	7			8	21		48	101						9		5	14	12.2	39	44	18				9	5				
Hopkinsville																																							
Bethel High School	8	Pr	48	12	5	5	2	2	17	6		6	26	12		11	78		3		5					8	9.3	22		56				8					
Hopkinsville High School	8	P	448	64	25	25	6	9	65	45	26	9	48	73	3	103	372	11				5	14		3	33	8.1	156	15	168	15		18	29		4			
Horse Cave High School	8	P	104	14	4	4	2	2	9		3		4	10		32	58			3		4				7	10.8	58						7					
LaCenter																																							
Ballard County H. S.	8	P	112	22	8	8	2	2	18	7	12	3	8	18		51	117			3					2	5	4.1	103	14					3	2				
Lancaster High School	8	P	122	22	12	12	3	5	30	18	12		22	34	6	55	177	6					3	3	3	15	7.8	123	28		16			12	3				
Lebanon High School	8	P	150	35	8	8	3	5	20	6	2	3	8	16		46	101	6		6					4	16	13.6	84			17			16					
Leitchfield High School	8	P	102	32	6	6	4	7	15		6		11	3		43	78	3		3		5	5		5	21	21.2	78						21					
Lexington																																							
*Henry Clay High School																																							
Hamilton College H. S.	8	Pr	68	8	6	6	2	4	15	9	9	3	6	14		12	68	3			3		3		3	12	15.	53	12		3			12					
Picadome High School	8	P	185	21	11	11	7	18	19	3	3	4	10	26	3	49	117	15			5	15	30		5	70	37.4	89	12	16				66	4				
Sayre College H. S.	8	Pr	55	3	1	1	0	0	3				4	3		6	16												16										
St. Catherine's Academy	8	Pr	79	11	4	4	0	0	15				3	3	3	41	65											17		48									
University High School	8	Pr	86	19	18	18	8	20	37	12	9		19	46	3	108	233	18		3		13	25	3	11	73	23.9	214			19			73					
Livermore High School	8	P	125	22	4	4	1	1	11			2	6	17		19	55						[illegible]			5	8.3	55						5					
London																																							
Sue Bennett High School	8	Pr	172	29	8	8	1	1	32		8		24	4	8	32	108					3				3	2.7			108						3			
Louisa High School	8	P	275	41	7	7	4	5	13	3	9		4	29	4	32	94	6			3	4			4	17	15.3	47	16	16	15			17					
Louisville																																							

KENTUCKY—*(Continued)*

YEAR 1928-29

STATE KENTUCKY (Continued)

NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Dupont Manual Tr. H. S.	8	P	1169	88	31	31	10	12	84	21	43	3	97	92	6	138	484	6	2	3		11	8	3	4	37	7.1	382			102			31			6		
Holy Rosary Academy	8	Pr	53	4	2	1	1	1	3			4		5		2	14					4				4	22.2			14						4			
J. M. Atherton H. S.	8	P	1164	190	71	49	11	18	135	86	82	12	80	169	32	109	704	18	6	13		3	25		1	66	8.6	508	13	14	135		34	54	3		9		
Loretta High School	8	P	55	10	6	6	1	1	18			4	12	23	15	18	90								1	1	1.1			52			38						1
Louisville Girls H. S.	8	P	1611	150	70	54	8	12	153	96	108	18	97	188	45	62	767	12	3	3		3	13		4	38	4.7	705	18	32	12			32		3	3		
Louisville Male H. S.	8	P	1511	220	94	94	33	66	212	83	121	14	213	274	36	323	1276	45	12	21	6	58	43	3	37	225	14.9	971			302		3	188			25		12
Presentation Academy	8	Pr	176	36	18	14	1	1	45	24			45	54	[illegible]	62	233					3				3	1.3			212			21			3			
Sacred Heart Academy	8	P	99	20	7	7	1	4	18	12	10	1	6			20	67	3				3	5	3		14	17.3			67				14					
Ursuline Academy	8	P	127	20	5	5	2	2	12	6	10	9				21	58	3							1	4	6.5			58						4			
Kentucky Home Sch.forG.	8	Pr	52	14	7	7	2	5	15	9	9		3	14	3	28	81	6	3						12	21	20.6	81						21					
Ludlow High School	8	P	132	7	2	2	1	1	3			3	8	5	3	8	30	3								3	9.1	15			15			3					
Lyndon																																							
Kentucky Military Inst.	8	Pr	160	38	21	21	18	32	28	10	15	4	16	73	4	60	210	30	6	3	5	8	24	10	39	125	37.3	97	26		87			78	7		40		
Madisonville High School	8	P	300	40	15	15	3	4	45	6	9		31	36		88	215	3		3		[illegible]			6	15	6.5	190	9	16				15					
Mayfield High School	8	P	327	48	18	18	6	7	55	26	9	2	25	43	6	84	250	6			1	11			[illegible]	23	8.4	214		6	14		16	23					
Mayslick High School	8	P	63	8	3	3	0	0	9		6		9	6	3	13	46													46									
Maysville High School	8	P	199	52	10	10	1	1	26	12	3		19	19		67	146					5				5	3.3	65		40	34		7	5					
Middlesboro High School	8	P	349	55	16	16	5	10	41	19	31	4	11	47		69	222	9		3	2	8	13		9	44	16.6	117	58	47				44					
Millersburg																																							
Bourbon County High Sch.	8	P	102	25	6	6	1	1	17	3	3		6	16		37	82	3								3	3.5	16	32	24	10					3			
Millersburg Military Ins	8	Pr	59	12	4	2	0	0	6				3	4	3	11	27											18	9										
Morganfield High School	8	P	198	41	9	9	2	6	21	4	3	4	26	30	3	49	140	5				3	[illegible]	3	1	15	9.7	99		18	23			3			12		
Mt. Sterling High School	8	P	167	25	12	12	4	8	36	6	27		12	15		44	140	6		6	3	8			1	24	14.6	50	15	75				24					
Munfordville High School	8	P	87	14	2	2	1	1	6				13	5		13	37						5			5	11.9	37						5					
Murray High School	8	P	297	26	19	19	2	3	58	27	15	3	31	13		145	292					7	5			12	3.9	277		15				12					
Murray																																							
Teacher Training School	8	P	115	15	6	6	1	1	13	6		2	6	9		57	93					3				3	3.1	93						3					
Nazareth Academy	8	Pr	58	16	11	11	0	0	42	10	14	10	10	20		87	193												30	147	16								
Newport High School	8	P	450	64	6	6	2	3	15	3	6		15	16		41	96					5	2		3	10	9.4	65			31			5			5		
Nicholasville High School	8	P	175	26	14	14	6	12	30	7	15		21	39	3	47	162	5		3		7	8	3	7	33	16.9	109	38	15				30	3				

KENTUCKY—*(Continued)*

YEAR 1928-29 STATE KENTUCKY (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Owensboro High School	8	P	572	62	35	32	16	29	78	18	22	6	46	58	18	154	400	14		10		33	31		18	106	20.9	278	34		23		65	96			10		
Paducah																																							
Augusta Tilghman H. S.	8	P	452	102	31	31	4	6	96	34	33	3	63	68	20	173	490	3				3		8	4	18	3.5	285		61	64	16	64	4		3	11		
Heath High School	8	P	143	31	8	8	0	0	25		9	4	27			64	129											129											
Paris High School	8	P	285	63	27	27	11	23	64	18	18	3	19	93	12	129	356	12	6	12	3	23	13		4	73	17.	297	36	23				61	3	9			
Paintsville High School	8	P	212	13	3	3	0	0	9		3		15	12		13	52											20	16	16									
Pikeville High School	8	P	418	30	12	12	6	12	27	9	9		6	57		43	151	9				6	25		10	50	24.9	79		72				11		39			
Pikeville College Academy	8	Pr	150	26	8	8	2	3	21	6	3		9	35	14	32	120	3	3						2	8	6.2			108	12					8			
Pineville High School	8	P	290	38	20	20	9	20	50	11	28	6	27	44	6	88	260	12	3	3		21	25	6	5	75	22.4	148	54	16	42			75					
Pippapass																																							
Knott County High School	8	P	136	27	19	19	10	14	57	12	21	10	19	37		108	264	3	3	18		12	8			44	14.3		16	248						44			
Princeton																																							
Butler High School	8	P	178	50	12	12	5	9	28	10	13		17	29		70	167	9	3			9	5		1	27	13.9	110		41	16			20		7			
Providence High School	8	P	197	28	3	3	1	1	5		3	2	2	7		12	31						5			5	13.9	20					11	5					
Richmond																																							
Eastern Normal H. S.	8	Pr	401	19	4	4	0	0	13		6		8	14		22	63											17	46										
Madison H. S.	8	P	273	43	26	26	6	13	68	9	15	3	42	90		131	358	12		9		8	18		10	57	13.7	32	326					44	13				
Russell High School	8	P	149	34	15	11	6	14	26	3			13	16	3	59	120	11		6		3	23		6	49	29.	95	16	9				49					
Russellville High School	8	P	142	28	15	15	1	1	42	32	15	8	45	24		78	244						5			5	2.	63		181				5					
St. Joseph																																							
Mount St. Joseph Academy	8	Pr	67	13	2	2	0	0	2	4				8		22	36													36									
Scottsville High School	8	P	318	52	4	3	3	6	9					7	3	8	27			3		3	9		7	22	44.9	20	7					13	9				
Shelbyville																																							
Shelbyville High School	8	P	306	37	13	12	6	13	27	6	6		18	41	9	46	153	9	3	3		8	17	3	5	48	23.8	153						48					
Science Hill High School	8	Pr	95	19	17	17	1	1	60	25	28	9	31	48	8	58	267								3	3	1.1	78			159		30						3
Somerset High School	8	P	351	54	14	14	5	9	30	13	18	7	19	28	3	36	154	3	3			11	13		1	31	16.8	104	9	26	15			25		6			
Stanford High School	8	P	133	18	5	5	1	1	17	3	6	2	7	24		17	77		3							3	3.7	77						3					
St. Catherine Academy	8	Pr	59	9	1	0																																	
Sturgis High School	8	P	223	46	11	11	5	6	21	12	6	10	19	7		56	131	6						3	9	18	12.1	108		7	16			15			3		
St. Vincent Academy	8	Pr	54	11	2	2	2	4	4							14	18	3				6			8	17	48.6	5		13				14		3			
Versailles																																							

KENTUCKY—*(Continued)*

YEAR 1928-29 STATE KENTUCKY (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
High School	8	P	135	16	7	7	2	3	18	9	6		18	17	3	40	111	3				3	5			11	9.	111						11					
Margaret Hall H. S.	8	Pr	37	10	8	8	2	2	25	22	6	11	9	34	7	11	125					3			1	4	3.1	49	12		49		15		3				1
Massie School	7	Pr	45	7	4	4	2	2	9	9	3	3		18		20	62	3				3				6	8.8	47					15	6					
Wilmore																																							
Bethel Academy	8	Pr	158	42	19	19	6	10	44	3	26	6	14	46	38	78	255	9	3	6			8	3	10	39	13.3	14	241						39				
Williamsburg High School	8	P	163	12	6	6	5	7	18	9	12		3	15		9	66	12	3			3	4			22	25.			66						22			
Winchester High School	8	P	232	24	11	11	3	4	20	15	11		25	19	3	48	141	3				2	5		12	22	13.5	44	80		13			8			14		
TOTAL			25999	3848	1464	1382	446	771	3551	1530	1482	353	2182	3417	415	6266	19196	494	133	264	53	501	662	66	463	2636		11914	1707	2979	2137	16	443	1951	120	233	308		24
PER CENT OF TOTAL																		12.2	8.	15.1	13.1	18.7	16.2	13.7	6.9		12.1	54.6	7.8	13.6	9.8	.08	2.	8.9	.6	1.1	1.4		.1

LOUISIANA

YEAR 1928-29 STATE LOUISIANA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Alexandria																																							
Bolton High School	7	P	963	143	67	67	25	40	196	61	57	23	129	186	45	247	944	12	18	9	3	36	52		23	153	13.9	854		14	76			140			13		
Amite High School	7	P	165	31	13	12	4	6	32	21	23	9	19	37	11	43	195	6	3			2	5		2	18	8.5	150		45				15		3			
Arcadia High School	7	P	153	29	8	8	5	13	21	6	3		12	22	3	22	89	3	3	6		9	23	3		47	34.6	62		27				44		3			
Baker High School	7	P	113	15	7	6	4	7	8	5	5		7	17		28	70	9		3	3	6			8	29	29.3	54		16				29					
Baskin High School	7	P	113	9	3	3	2	2	3		3		6	15		19	46	6								6	11.5	46						6					
Bastrop High School	7	P	247	33	5	5	3	11	4	3			3	16	3	5	34	6	6	3		9	12	3		39	53.4	32			2			21			18		
Baton Rouge																																							
High School	7	P	562	83	50	50	17	22	120	72	72	3	120	204	18	158	767	18	3	6		18	27	3	3	78	9.2	767						78					
Istrouma High School	7	P	183	17	4	4	2	3	9	6	3		6	12		21	57	3		3		2				8	12.3	57						8					
University Demonstration	7	P	105	15	13	13	3	4	36	21	27	3	32	40	3	41	203	3		3			4	3		13	6.	203						13					
Bogalusa High School	7	P	541	68	17	17	8	14	43	12	15	6	22	26	6	69	199	6		3	4	9	15	3	8	48	19.4	165	19	15				48					
Boyce High School	7	P	176	28	8	8	3	6	17		12	3	15	45		28	120		3			6	9		3	21	14.9	120						21					
Bunkie High School	7	P	152	22	9	9	1	1	27	6	12	4	20	29	6	44	148					3				3	2.	130			18			3					
Cheneyville High School	7	P	79	10	4	4	0	0	17				3	11	5	20	56											40				16							
Covington																																							
E. E. Lyon High School	7	P	245	45	23	19	9	12	58	9	30	3	27	49	3	114	293	3		3		6	15	3	17	47	13.8	213		80				33		14			
Crowley High School	7	P	255	37	19	19	3	4	58	9	21	3	30	85	9	94	309		3				10	4	3	20	6.1	300		9				20					
Delhi High School	7	P	116	11	6	6	3	4	19	3	6		17	24		17	86					3	4		6	13	13.1	61			25			6			7		
De Quincy High School	7	P	186	23	6	6	2	6	14			3	14	14		19	64	3		3		3	5		7	21	24.7	58	6					11	10				
De Ridder High School	7	P	319	42	13	12	7	9	36	15	3	3	21	33	9	38	158	3				9	15			27	14.6	137		21				21		6			
Donaldsonville High School	7	P	96	13	4	4	2	5	7	6	6		9	15	3	10	56	6		3			3	4		16	22.2	56						16					
Edgard High School	7	P	83	14	4	4	1	1	12		6		5	15	3	15	56						3			3	5.1	30		26				3					
Elizabeth High School	7	P	78	10	7	7	2	3	20	16	6	3	15	30		20	110			3		3				6	5.2	48	19	27	16			3		3			
Franklin High School	7	P	174	39	13	13	5	8	36	6	24	6	14	34	6	76	202	3		3	3	6	13			28	12.2	202						28					
Gilbert High School	7	P	110	9	6	6	5	7	15	6	3		6	26		24	80	6				6	3	3	3	21	20.8	70	10					18	3				
Glenmora High School	7	P	187	46	13	10	6	17	22	9	9	3	6	36		22	107	9	10	3		15	24			61	36.	105			2			48			13		
Gretna High School	7	P	280	32	10	10	8	12	33	3			3	15		108	162	3	3	3		7	3		20	39	19.4	43		119				20		19			
Gueydan High School	7	P	85	18	7	7	4	7	18	3	12		3	25	3	31	95	3	3			8	10	3		27	22.1	95						27					
Hammond High School	7	P	317	37	17	17	5	9	42	21	21		26	74		64	248	9	3			5	6	3	8	34	12.1	43	10	195				23	8	3			
Haynesville High School	7	P	356	55	22	22	5	9	61	25	44	4	24	68	15	95	336	8		6		9	4		2	29	7.9	273			63			29					

LOUISIANA—*(Continued)*

YEAR 1928-29 STATE LOUISIANA (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Homer High School	7	P	198	27	12	12	6	9	31	9	9	4	18	41	9	32	153	3	3	3		2	11	3	6	31	16.8	113			40			28			3		
Houma																																							
Terrebonne High School	7	P	327	55	19	16	2	2	70	12	15	3	21	51		124	296						5		3	8	2.6	250		46				8					
Independence High School	7	P	123	36	14	14	6	17	31	3	6	3	17	72		49	181	12	6	3		8	5	6	10	50	21.6	107	33	41				16	3	31			
Jeannerette High School	7	P	118	19	6	6	1	4	12	3	9		9	12		21	66	3	3			3			6	15	18.5	66						15					
Jennings High School	7	P	193	43	12	12	5	10	38	9	9		30	31		64	176	3		8		9	8		5	28	13.7	166	10					28					
Kenner High School	7	P	60	10	9	9	5	6	24	18	9		12	26		30	119	3				3	4		20	30	20.1	119						30					
Kentwood High School	7	P	143	21	7	7	0	0	21	3	3		8	34		45	114											17		97									
Kinder High School	7	P	560	17	4	4	3	6	4		3		3	13	3	15	41			3		6	3	3	3	18	30.5	41						18					
Lafayette High School	7	P	323	48	44	44	18	31	102	27	78	6	57	76	9	181	536	15	6	9		26	40	3	16	115	17.7	520	16					115					
Lake Charles High School	7	P	537	84	30	30	13	19	78	38	50	16	50	70	12	102	416	15	3	9	3	3	6	9	15	63	13.2	325	45	46				60	3				
Lake Providence																																							
East Carroll High School	7	P	360	13	3	3	1	2	10	3	3		5	5		19	45								6	6	11.8	27		18				6					
Lecompte High School	7	P	117	18	5	5	4	7	7		6	3	6	11	7	24	64	6				6	3	3	3	21	24.7	64						21					
Leeville High School	7	P	230	26	12	12	2	2	35	15	24		27	23	20	49	193						5		3	8	4.	138		55				8					
Lisbon High School	7	P	75	10	4	4	1	3	9		3		3	14		25	54	3					5	3		11	16.9	54						11					
Mangham Agricultural H. S.	7	P	136	10	4	4	1	1	12	9	6		3	15		16	61					3				3	4.7	61						3					
Mansfield High School	7	P	224	24	15	15	7	14	39	18	33	6	32	27	9	50	214	6				21	10	9	4	50	18.9	122		92				50					
Marksville High School	7	P	140	24	12	12	0	0	34	9	9		12	65		66	195											130	15										
Merryville High School	7	P	139	28	15	13	7	17	30	9	3		6	51	3	51	153	9		6		18	16	3	8	60	28.2	138	15					60					
Mer Rouge High School	7	P	106	13	7	7	4	9	16	12	4	3	8	20	3	25	91	6	3	3		6	10		1	29	24.2	63		10	18			26		3			
Minden																																							
Harris High School	7	P	159	5	0																																		
Minden High School	7	P	306	55	20	20	12	22	44	9	24		15	53	21	66	232	15	3	3	3	24	27		4	79	25.4	201	16	15				65			14		
Monroe																																							
City High School	8	P	199	40	27	27	17	30	51	18	49	21	55	72	9	77	352	27	12	3		12	40		8	102	22.5	299	14	24	15			89	3	10			
Ouachita Parish H. S.	7	P	782	113	36	36	11	14	98	38	60	3	51	104	20	140	514	6	9	3		12	8		7	45	8.1	280	27	100	83	7	17	38	3	3	1		
Morgan City High School	7	P	244	55	10	10	2	4	32	3	21	3	8	31		74	172					3	4		5	12	6.5	134		22			16	11		1			
Napoleonville High School	7	P	101	13	6	6	0	0	18	3	9	9	6	26	3	17	91											78		13									
Natchitoches High School	7	P	230	43	17	17	3	4	43	3	9		54	65	9	58	241	3		3			5		3	14	5.5	241						14					
New Iberia High School	7	P	281	46	14	14	13	23	30	3	18	1	15	25	6	70	168	9	3	15	2	[illegible]	23	[illegible]	10	74	30.6	162			6			71			3		

LOUISIANA—(Continued)

YEAR 1928-29 STATE LOUISIANA (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in English	Semester Hours Passed in French	Semester Hours Passed in History	Semester Hours Passed in Latin	Semester Hours Passed in Mathematics	Semester Hours Passed in Science	Semester Hours Passed in Spanish	Semester Hours Passed in Other Subjects	Total Semester Hours Passed	Semester Hours Failed in English	Semester Hours Failed in French	Semester Hours Failed in History	Semester Hours Failed in Latin	Semester Hours Failed in Mathematics	Semester Hours Failed in Science	Semester Hours Failed in Spanish	Semester Hours Failed in Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges: In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'	Semester Hours Failed in Colleges: In Southern Association Territory A	B	C	Outside Southern Association Territory A'	B'	C'
New Orleans																																								
Academy of the Sacred Heart	7	Pr	89	13	6	5	3	7	12	3	6	3			3	23	50	3	6	3	3		5		3	23	31.5	50						23					
Holy Cross Academy	8	Pr	90	19	8	8	5	9	20	3	6	3	3	30	6	45	116	4		3	5	5	7		5	29	20.	70	46					3	26				
Isadore Newman Man. Tr.	7	Pr	257	34	28	28	14	29	73	27	21	12	46	64	24	87	354	9	21	6		23	14		25	98	21.7	335			19			98					
Jesuit High School	8	Pr	524	56	38	38	15	25	110	24	21	36	64	110	18	189	572	9	6		8	20	25	3	10	81	12.4	259	299		14			60	18		3		
John McDonogh High School	8	P	1238	140	38	38	15	22	139	9	6	12	18	25	12	528	749		12	6	9	3	10		33	73	8.9	138		611				43		30			
Miss McGehee's H. S.	8	Pr	117	25	21	20	2	2	61	48	27	27	14	50	9	80	316						5		1	6	1.9	299		17				6					
Miss Miller's School	8	Pr	64	24	11	11	9	14	30	12	6	3	3	10	6	38	108	3	15		6		10		8	42	28.	108						42					
New Orleans Academy	8	Pr	75	11	6	6	3	6	14	3	9		16	9	9	25	85	3				7	8		3	21	19.8	71			14			19			2		
St. Mary's Dominican Sch.	8	Pr	154	32	9	9	2	3	26	7	8	3	18	29	3	59	153	3						6	3	12	7.3	23		130				9		3			
Ursuline Academy	8	Pr	59	10	3	2	0	0	8	4	8			4		21	45											45											
Warren Easton Boys H. S.	8	P	1684	261	136	125	80	176	270	57	105	24	263	310	71	429	1529	102	30	12	9	144	176	45	88	606	28.4	1329	183	17				604	2				
Sophie B. Wright H. S.	8	P	1124	192	37	37	18	35	102	57	45	36	35	69	15	102	461	9	33	12	6	8	33	6	11	118	20.4	461						118					
New Roads																																								
Poydras High School	7	P	92	10	7	7	2	2	21	15	18		15	21		24	114						5		3	8	6.6	114						8					
Oakdale High School	7	P	232	35	12	12	6	14	28	9	9	3	18	31	6	58	162	6		6		9	11	3	9	44	21.4	127		19	16			44					
Oil City High School	7	P	168	18	6	6	3	4	22	6			18	14	3	25	88	3	9						3	15	14.6	59			17	12		12				3	
Opelousas High School	7	P	315	43	25	24	12	19	68	15	33	1	42	90	6	88	343		6	9		15	20	3	25	78	18.5	325	18					78					
Patterson High School	7	P	110	17	6	6	3	5	15	3	6		11	15	3	32	85	3		3			9		1	16	15.8	85						16					
Pelican High School	7	P	74	8	3	3	1	1	10	3	6		3	10		14	46						5			5	9.8	36		10						5			
Plaquemine High School	7	P	148	25	12	12	2	2	27		3	1	31	46	3	79	190					3		3		6	3.1	127		63				6					
Ponchatoula High School	7	P	204	33	9	9	3	6	25	6	6	9	12	36	11	24	129	3	3	3		6	3			18	12.2	84		45				12		6			
Rayne High School	7	P	130	24	9	9	4	5	27	3	12	3	18	29	6	37	135	3	3				10		5	21	13.5	123			12			18			3		
Rayville High School	7	P	171	28	6	6	5	8	12	3	9		9	9	6	16	64	6	3	6		3	8			26	28.9	52		12				23		3			
Rosedale																																								
Shady Grove High School	7	P	76	15	2	2	2	3	8					6		10	24								9	9	27.3	24						9					
Ruston High School	7	P	454	67	54	53	30	52	138	15	102	3	62	113	12	229	664	21		15		54	68	9	16	183	21.6	631	16	17				182					
St. Martinville High School	7	P	104	20	12	12	6	18	24	9	15		15	27		58	148	12	9	6		5	15		14	61	29.2	148						61					
Shreveport																																								
C. E. Byrd High School	7	P	2088	315	118	118	42	75	318	167	150	23	250	438	82	292	1720	36	21	6		78	60	12	42	255	13.	1427		186	75		32	232		3	20		
St. John's High School	7	Pr	112	5	0																																			

LOUISIANA—(*Continued*)

YEAR 1928-29 STATE LOUISIANA (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Slidell High School	7	P	142	25	7	7	5	10	18	9			3	29		29	88	3	3	3		16	4		8	37	29.6	88						37					
Springhill High School	7	P	119	21	6	6	1	2	18	3	14		6	29		20	90							3	3	6	6.2	69		6	15					6			
Sulphur High School	7	P	176	30	10	10	4	8	22		24		23	13	15	49	146	9				9	5		3	26	15.1	131		15				26					
Summerfield High School	7	P	122	17	6	6	0	0	27	3	12		3	24	3	36	108											108											
Tallulah High School	7	P	110	10	6	6	2	3	21	6	6	3	12	21		23	92		3			3	5			11	10.8	41	36	15				11					
Vinton High School	7	P	170	13	2	1	0	0	5		5		5				15											15											
Vivian High School	7	P	300	44	16	16	4	8	40	12	18	6	12	60	3	53	204	6	3			12	4			25	10.9	175		12	17			22		3			
Welsh High School	7	P	144	27	6	6	4	8	15	9	6		3	23	3	3	72	3	3	3		9	5		8	31	30.1	72						31					
Westwego High School	7	P	63	9	2	2	2	6	7					8		6	21	4		7	3		2	3		19	47.5	8		13				9		10			
White Castle High School	7	P	116	11	5	5	3	4	17	9	6	1	3	4		30	70				3	2	8			13	15.7	38	32					11	2				
Winnsboro High School	7	P	143	18	9	9	3	6	20	6	12		20	25	9	33	125	6				3	13			22	15.0	91		34				22					
TOTAL			24428	3535	1439	1407	603	1095	3716	1183	1635	372	2219	4067	641	5876	19709	541	298	238	73	791	1056	176	598	3771		15766	885	2395	563	35	65	3419	81	168	100	3	
PER CENT OF TOTAL																		12.7	20.1	12.7	16.4	26.3	20.6	21.5	9.2		16.1	67.2	3.8	10.2	2.4	.1	.3	14.6	.3	.7	.4	.01	

MISSISSIPPI

YEAR 1928-29 STATE MISSISSIPPI NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Aberdeen High School	8	P	138	14	8	8	3	4	27	3	15	6	8	20	7	33	119		3	3		3	3			12	9.3	101	18					12					
Amory High School	8	P	302	32	14	14	8	16	35	10	9		25	51	4	51	185	10	3	6		8	22		9	58	23.9	157		28				58					
Belzoni High School	8	P	105	13	12	11	7	14	27	9	19	3	21	16	8	46	149	9	6	6		12	14			47	24.	121	12	16				41	6				
Biloxi High School	8	P	321	56	28	28	7	11	72	14	45	9	26	44	34	153	397	14		6	3	5	8		3	39	8.9	294		103				36		3			
Brookhaven High School	8	P	257	36	24	14	3	3	47	18	27	12	30	42	3	47	226			3				3	3	9	3.8	208	18					9					
Brooklyn																																							
Forrest Co. Ag. H. S.	8	P	143	18	7	7	3	3	27	6	3		3	11		47	97	3				8				11	10.2	42		55				11					
Canton High School	8	P	154	28	16	14	4	7	43	15	18	3	11	21	9	64	184	3	7	3		6	10			29	13.6	143	15		26			3			26		
Clarksdale High School	8	P	235	37	22	21	4	6	65	39	45	9	21	52	12	67	310	6	3	3		5	3			20	6.1	267	16	15	12			20					
Charleston High School	8	P	112	23	6	6	1	3	17	9	9	3	15	28	1	13	95	3						3		6	5.9	77	18					6					
Charleston																																							
Tallahatchie Co. Agr. H.S	8	P	104	14	8	6	5	8	15		3		6	25	3	35	87	3		3		11			8	25	22.3	72	15					22	3				
Cleveland Consolidated H. S	8	P	143	13	6	6	1	1	21	7	21	4	14	5		30	102								3	3	2.9	54		48				3					
Clinton High School	8	P	85	13	10	10	2	2	27	15	15		20	41	3	43	164					3			3	6	3.5	101		63				3		3			
Columbus																																							
S. D. Lee High School	8	P	373	61	40	40	22	48	119	33	48	6	48	101	24	112	491	22	12	27		27	49	12	14	163	24.9	474		17				163					
Corinth High School	8	P	235	38	20	20	9	11	64	15	30	6	47	56	11	82	311	1	6	3	3	7	10		7	37	10.6	265	46					30	7				
Drew High School	8	P	98	19	14	14	7	15	38	18	24	2	33	32	3	29	179	8	9	9		4	6	3	2	41	18.6	104		75				41					
Durant High School	8	P	90	8	6	6	3	11	10	4	3		10	12	3	30	72	9	3	3		5	13		6	39	35.1	57		15				39					
Ellisville																																							
Jones Co. Agr. H. S.	8	P	390	55	40	40	12	31	100	26	83	3	24	101	31	123	491	23	3	18		24	12	3	14	97	16.5	97		394				54		43			
Flora High School	8	P	47	7	6	6	2	3	22	6	6		11	12		33	90	3	3	3			3		7	19	17.4	46		44				12		7			
Greenville High School	8	P	239	25	17	17	5	6	58	12	32	6	30	42	12	72	264	3		6			5		3	17	6.	167	15	82				14		3			
Greenwood High School	8	P	325	46	25	25	5	12	68	33	39	15	21	84	7	86	353	12		3		8	10	3	8	44	11.1	196	58	99				44					
Grenada High School	8	P	155	17	12	12	2	2	36	9	24	11	34	21	6	58	199		3	3						6	2.9	68	131						6				
Gulfport																																							
High School	8	P	414	67	37	37	17	28	111	29	50	9	59	109	33	92	492	9	15	12		15	30	3	8	92	15.8	340	10	130	12			73		15	4		
Gulf Coast Military Acad.	8	Pr	202	45	21	21	16	32	47	9	27		34	45	9	61	232	15	3			28	10	10	37	103	30.7	214		3	15			95		8			
Gulf Park Col. Prep. Sch.	8	Pr	91	32	14	14	3	6	42	24	18	3	3	18	15	69	192	6		6				3	3	18	8.6	29		91	72			15		3			
Hattiesburg High School	8	P	460	85	50	50	12	21	183	12	62	11	29	53	31	329	710	10	12	3		14	15	3	6	63	8.2	356	16	338				63					
Hazelhurst High School	8	P	96	17	12	12	5	5	40	6	27	3	23	24	15	43	181	6	9							15	7.7	148	18	15				15					

MISSISSIPPI—*(Continued)*

YEAR 1928-29 STATE MISSISSIPPI (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Holly Springs High School	8	P	76	18	12	11	1	1	29	12	6	11	35	40	3	29	165								1	1	.6	91		74				1					
Indianola High School	8	P	101	13	12	12	2	2	38	16	28	6	11	44	13	37	193				3		3			6	3.	129	18	30	16			6					
Jackson Central H. S.	8	P	933	180	119	116	43	78	354	99	212	71	226	181	84	398	1625	28	33	42	16	41	27	15	30	232	12.5	1331	213	49	32			213	19				
Kosciusko High School	8	P	156	26	14	13	[illegible]	5	43	18	36		22	36	9	46	210	3				6		3	3	15	6.7	210						15					
Laurel High School	8	P	279	70	31	31	11	12	94	42	45	15	55	76	11	93	431	3	3	9		3	10		8	36	7.7	303		113	15			30		5	1		
Leland High School	8	P	129	31	20	19	11	19	60	13	24	7	22	50	7	72	255	9		12		13	16	3	8	61	19.3	172		83				60		1			
Lexington High School	8	P	105	14	8	8	4	5	22	6	15		10	26	9	29	117	6	3			3	2			14	10.7	85			32			11			3		
McComb High School	8	P	376	68	31	31	13	19	96	41	64	13	22	95	18	89	438	4	6	6		19	8	3	6	52	10.6	344	16	62	16			52					
Meridian High School	8	P	595	116	68	67	21	42	199	56	106	22	141	139	41	257	961	22	18	12		20	44	3	14	133	12.2	841	16	88	16			133					
Merigold High School	8	P	70	10	8	7	2	2	28	10	13		11	14	14	19	109				3		4			7	6.	30		79				3		4			
Moorhead																																							
Sunflower Co. A. H. S.	8	P	162	52	29	29	16	28	65	16	69		59	47	22	99	377	24	3	9		6	12	24	12	90	19.3	83		281	13			37		49	4		
Natchez High School	8	P	192	28	9	8	2	3	27	3	21		9	15	12	34	121			3			5		3	11	8.3	91		30				8		3			
New Albany High School	8	P	165	27	9	9	2	2	27	11	18	4	11	23	4	51	149	3							1	4	2.6	133		16				4					
Perkinston																																							
Harrison-Stone Jackson	8	P	262	46	26	26	14	30	41	6	27		52	40	27	55	248	24	6	27	3	15	11		9	95	27.7	73		175				47		48			
Picayune High School	8	P	165	16	7	7	5	7	18	9	12		9	17	3	16	84	3		3		6	5		8	25	22.9	30		54				19		6			
Poplarville																																							
Pearl River A. H. S.	8	P	104	54	40	40	13	26	99	36	93		57	50	27	144	506	15		15		27	3	6	12	78	13.4	15		491				3		75			
Port Gibson																																							
Chamberlain-Hunt Acad.	8	P	74	22	11	11	5	13	30	10	9	3	19	25		30	126	3	6			14	30	3	12	68	35.1	109	17					68					
Raymond																																							
Hinds Junior College H.S.	8	P	138	42	35	34	11	18	94	33	60	9	51	56	12	184	499	9	6	15		6	3	9	5	53	9.6	30	15	454				3		50			
Rolling Fork High School	8	P	54	7	2	2	1	2	8	3	4		4		4	1	24		3				5			8	25.	7		17				8					
Rosedale High School	8	P	64	6	4	4	1	1	11	11	9	4	10	7		8	60								3	3	4.8	60						3					
Ruleville High School	8	P	82	9	6	6	3	7	17	3	7		8	9	10	23	77	3			3	8	7		4	25	24.5	28	15	34				25					
Sardis High School	8	P	75	17	6	6	2	3	20	6	6	3	20	11	3	23	92			3			2	3		8	8.	75	17					8					
Shaw High School	8	P	52	7	3	3	1	4	9	6	6		6	4		8	39	3				5	5		3	16	29.1	21			18			16					
Starkville High School	8	P	199	45	36	36	15	26	105	39	27	3	63	133	1	165	536	11	16	6		31	17	3	8	92	14.6	466	48	22				82	3	7			
Tupelo High School	8	P	258	45	26	26	13	24	73	21	41	7	34	57	12	101	346	12	3	15	3	17	15		12	77	18.2	254	15	67	10			71	3		8		

MISSISSIPPI—*(Continued)*

YEAR 1928-29 STATE MISSISSIPPI (CONTINUED) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Vicksburg																																							
High School	8	P	282	45	22	22	11	20	65	18	33	13	27	36	9	98	299	9	9	6		17	13		7	61	16.9	207	18	74				58		3			
All Saints High School	8	Pr	66	18	15	12	6	12	30	12	30	6	9	9	12	32	140	6	9	6		3	6		6	36	20.6	56		84				27		9			
West Point High School	8	P	194	39	25	25	14	23	84	26	27	6	41	85	15	64	348	2.	3	15		18	24	3	6	71	16.9	319		13	16			68		3			
Yazoo City High School	8	P	160	25	23	23	11	19	50	6	30	12	47	58	3	79	285	15	6			11	17	9	5	63	18.1	270		9	6			57,		6			
TOTAL			10882	1914	1132	1103	426	761	3197	969	1780	339	1697	2449	669	4132	15232	395	233	333	37	482	517	133	330	2460		10061	814	4030	327	0	0	2018	47	354	41		
PER CENT OF TOTAL																		11.	19.3	1.6	9.1	22.1	17.4	15.3	7.4		13.9	56.8	4.6	22.8	1.8			11.4	.3	2.	.2		

NORTH CAROLINA

YEAR 1928-29 STATE NORTH CAROLINA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Albemarle High School	7	P	278	43	10	10	2	2	24	15	15		27	32	3	42	158	3				5				8	4.8	115		43				8					
Asheboro High School	7	P	175	21	11	11	9	18	20	6	3		8	21	3	53	114	7	3	10		19	14	10	6	69	37.7	106		8				60		9			
Asheville																																							
of the Pines Academy of St. Genevieve	7	Pr	65	5	3	3	0	0	10	10	5		5	9		10	49													33	16								
Asheville High School	7	P	962	240	117	98	48	90	263	153	143	29	191	187	15	198	1179	39	61	48	5	44	64	3	43	307	20.7	486	21	672				83	9	215			
Asheville School	8	Pr	107	20	18	18	9	15	45	28	18	18	38	32	48	13	240	9	3	3		3	16		13	47	16.4	49			164	15	12	21			22		4
Badin High School	7	P	123	14	2	2	0	0	6	3			8	7	3	8	35											35											
Biltmore High School	7	P	231	32	21	21	7	19	54	30	54		33	16	6	78	271	6	6	6		10	22	12	3	65	19.3	6		265				34		31			
Black Mountain High School	7	P	155	13	8	8	2	2	18	9	12	3	15	14		43	114			3				3		6	5.			114						6			
Blue Ridge																																							
Lee School for Boys	7	Pr	73	5	4	4	2	5	11	8	3		10	14		9	55		3	3		3			3	12	17.9	55						12					
Boiling Springs High School	8	F	138	44	34	34	7	14	89	21	69	58	60	64	3	114	478	10	6	9		6	5	8		44	8.4	52	14	412				13	15	16			
Burlington High School	7	P	444	67	37	37	11	24	104	53	47	6	43	88	9	165	515	15	3	6		15	6	9	20	74	12.6	446	7	62				70	4				
Canton High School	7	P	315	35	16	14	5	11	37	15	23	3	20	38	9	40	185	6	3		3	6	13	6	1	38	17.	62	12	111				38					
Caroleen																																							
Henrietta-Caroleen H. S.	7	P	105	16	0																																		
Chapel Hill High School	7	P	164	25	18	18	7	11	40	20	21	5	30	50	11	26	203	10	8		5	20	10			53	20.7	139		46	18			50		3			
Charlotte																																							
Central High School	8	P	929	213	113	113	24	38	305	199	179	45	225	196	62	429	1640	13	26	5	6	34	32	10	16	142	8.	1160	383	67	30			130	12				
Cliffside High School	7	P	160	24	8	8	2	6	18	3	9		6	36		28	100	7	3			3		3	2	18	15.2	12		88				18					
Concord High School	7	P	382	40	22	22	7	13	55	29	29	3	38	49	18	75	296	10		11		12		3	10	46	13.4	174	60	62				41		5			
Dunn High School	7	P	251	21	12	12	6	10	24	23	18	6	9	29		45	154	14	3	3		9	6			35	18.5	119	15	20				23		12			
Durham High School	8	P	960	63	45	45	8	10	132	72	50	7	83	105	3	212	664	3		3		13	7		6	32	4.6	634		30				32					
West Durham High School	8	P	164	9	6	6	5	5	14	9	12		4	4		28	71	6				3	4		2	15	17.4	54		17				15					
Edenton High School	7	P	190	30	11	11	7	17	26	12	8	8	11	16	3	37	121	12	3	6		9	18		5	53	30.5	115	3	3				25	15	13			
Elizabeth City High School	7	P	354	44	28	28	14	18	82	54	52	3	44	59	21	75	390	12		6		10	16		12	56	12.5	373		17				56					
Elm City High School	7	P	127	18	10	10	5	9	18		21		6	26		56	127	9	3			9	3		3	27	17.5	112		15				27					
Fayetteville High School	7	P	436	74	29	29	14	29	66	15	36	8	46	83	6	116	376	22	16			29	14	8	22	111	22.8	350	26					111					
Farmville High School	7	P	141	18	14	14	3	6	36	15	26	11	28	29	8	44	197			3		8	10		3	24	10.9	182		15				24					
Forest City: Cool Springs	7	P	296	44	20	20	5	10	55	29	37	3	24	58	3	60	269	9	8			6	3	3	8	37	12.1	100	28	141				34	3				
Gastonia High School	7	P	719	78	44	44	7	10	129	45	36	18	69	122	25	236	680		3	3		13	7		4	30	4.2	354	138	174		14		26	4				

NORTH CAROLINA—*(Continued)*

YEAR 1928-29 STATE NORTH CAROLINA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Gibson High School	7	P	105	17	7	6	6	9	22		3		5	8	3	27	68	3		3		3	19	3	2	33	32.6	68						33					
Goldsboro High School	7	P	455	51	25	25	11	20	55	26	53	9	40	39	6	84	312	18	7	3	3	16	35		3	86	21.6	256		56				82		4			
Granite Quarry High School	7	P	126	23	10	10	7	12	18	12	15		9	28	10	42	134	14				3	8		19	44	24.7	24	93	17				9	35				
Greensboro																																							
Central High School	8	P	1272	183	116	116	48	94	310	108	149	29	202	256	56	424	1534	44	42	42	3	65	61	22	36	315	17.	1374	50	18	92			293	12	10			
Curry Training School	7	P	122	5	3	3	1	1	11	6	6			9	3	7	42			3						3	6.6	42						3					
Greenville High School	7	P	440	67	42	42	15	36	112	25	92	11	52	79		216	587	12	6	21		30	26	3	17	115	16.4	552	17	18				115					
Hamlet High School	7	P	282	43	17	17	8	19	37	18	22	6	28	30	5	56	202	13	6	5		10	8	6	15	63	23.8	154	16	32				63					
Henderson High School	7	P	256	31	18	18	7	9	38	48	37		52	45	3	48	271	15		6				5	6	32	10.6	240		31				32					
Hendersonville																																							
High School	8	P	480	60	22	22	11	18	48	21	33	3	31	52	15	74	277	18	12	3		15	4		6	58	17.3	217	17	43				58					
Blue Ridge School	8	Pr	57	11	5	4	2	5	6	9	3		17	8		11	54	8	5			3			3	19	26.	54						19					
Fassifern School	7	Pr	90	22	5	5	0	0	15	9	9	4	3	7	3	24	74											49	9	16									
Hickory High School	7	P	481	68	44	44	17	26	116	79	104	5	81	118	11	118	632	13	3			44	25		10	95	13.1	228	326	71	7			46	38	3	8		
High Point High School	7	P	1043	113	65	65	33	11	160	95	117	18	87	118	34	173	802	27	6	15	11	50	56	9	26	200	20.	317	78	407				95	13	92			
Kinston																																							
Grainger High School	7	P	416	53	37	36	16	23	108	40	82	9	65	102		164	570	4	21	8	3	13	18	5	9	81	12.4	570						61					
Laurinburg High School	7	P	209	26	12	12	2	4	34	9	27		14	20		77	181	3	3			3		3		12	6.2	150		31				12					
Lenoir High School	7	P	271	51	28	28	13	19	54	21	44	6	23	40	30	177	395	18	3			8	27	6	6	68	14.7	128	16	251				38		30			
Lexington High School	7	P	349	37	10	10	5	9	30	21	24	2	8	19		28	132	3	3		1	3	6		11	27	17.	119		13				24		3			
Lumberton High School	7	P	261	37	19	19	8	18	48	30	29	9	26	23		70	235	9	6		3	15	15		11	59	20.1	138	6	91				56		3			
Marion High School	7	P	271	29	13	13	7	12	30	9	20	3	23	33	9	42	169	14	3	6	3	3	7	5		41	19.5	109	17	43				35		6			
Mars Hill College H. S.	7	Pr	116	23	18	18	8	14	38	12	27	15	5	40	21	90	248	9	3	3		15	8	3	3	44	15.1	75	158		15			36		8			
Maxton High School	7	P	96	12	4	4	4	7	11				5	9	3	11	39		5	6		5	7	3		26	40.	39						26					
Mebane High School	7	P	119	18	7	7	4	8	19	3	11	3	21	4		18	79	8	6	10		3	3			30	27.5	79						30					
Monroe High School	7	P	294	48	29	29	9	17	79	30	36	6	42	62	3	129	387	15	3	3	3	9	6	6	13	58	13.	269	37	81				49	6	3			
Morehead City High School	7	P	182	26	2	2	1	3	7		3			3	3	6	22		3				3		2	8	26.7	4		18				8					
Morganton High School	7	P	312	30	14	14	3	6	32	9	22	16	18	30	16	62	205	6	3	3			4		2	18	8.1	82	12	111				11	4	3			
Mountain Park Institute	7	Pr	80	12	4	2	1	1	5	5	10		5				25								5	5	16.7	25						5					
Mount Airy High School	7	P	305	46	20	20	5	10	58	30	45	15	38	29	6	66	287	8	9	3		7		5	2	34	10.6	262	25					28	6				
New Bern High School	7	P	361	50	20	20	13	28	43	24	39	3	21	24	6	57	217	9	14	3	9	19	17		26	97	30.9	116	56	39	6			64	15	9	9		

NORTH CAROLINA—*(Continued)*

YEAR 1928-29
STATE NORTH CAROLINA

NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
North Wilkesboro H. S.	7	P	172	29	9	9	4	6	27	13	22		11	29		25	127	3			5	8		5	2	23	15.3	108	19					23					
Oak Ridge Institute	7	Pr	223	28	17	17	13	27	35	22	12		28	16		50	163	9	3	15		19	18	16	24	104	38.8	157			6			95			9		
Oxford High School	7	P	239	32	11	11	3	8	32	16	26		23	31		28	156	3	8	3		3	6	3	2	28	15.2	140		16				28					
Oxford Orphanage	7	Pr	85	11	6	6	2	3	16		9	3	13	17		31	89	3				3			5	11	11.	89						11					
Raeford High School	7	P	145	20	5	5	2	5	14	6	9			17		16	62	3	6	3		3				15	19.5	45	17					15					
Raleigh																																							
Hugh Morson High School	7	P	1032	142	91	91	37	58	248	94	161	34	175	189	21	356	1278	29	14	9	9	47	65	14	13	200	13.5	1022		256				177		23			
Peace Institute Prep.Sch.	7	Pr	69	17	13	13	6	15	33	15	30	21	6	33	3	32	173	6	3		6	6	9	3	4	37	17.6	52	23	98				1	24	12			
Saint Mary's School	8	Pr	77	16	15	14	4	8	36	35	30	16	15	30	10	32	204	3	12		1	2	3		1	22	9.8	61		128		15		1		21			
State School for Blind	7	P	23	4	3	3	0	0	12	11	8			3		13	47											30		17									
Red Springs High School	7	P	94	14	9	9	4	10	28	9	17	6	21	10		26	117	3		2		6	12	6	6	35	33.	73		44				32		3			
Reidsville High School	7	P	290	46	24	24	10	19	54	25	34		54	60	17	59	303	11	7	3		13	20		10	64	17.4	293		10				48		16			
Rich Square High School	7	P	110	17	10	10	6	9	23	9	15		12	25	3	38	125	6	5	3		5	12		2	33	20.9	98		27				28		5			
Roanoke Rapids High School	8	P	460	27	11	11	1	1	30	12	18	11	23	21		68	183	3								3	1.6	151		32				3					
Rockingham High School	7	P	376	43	14	12	3	3	42	18	23	5	21	30	6	33	178		5			3			2	10	5.3	161		17				10					
Rocky Mount High School	7	P	603	74	38	38	16	26	95	58	63	19	63	66	20	104	488	3	28	24		8	16	3	17	99	16.9	415	24	49				96	3				
Roxboro High School	7	P	209	33	22	21	14	29	57	6	30	21	18	31	6	64	233	15	9	20	11	13	14	6	10	98	29.6	206		27				89		9			
Rutherford College H. S.	7	Pr	67	11	9	9	1	1	29	18	15		25	28		37	152		5							5	3.2	45	107					5					
Rutherfordton Spindale H.S.	7	P	304	29	18	15	6	11	41	16	27	5	6	33	12	72	212	7	3			12	11			33	13.5	148		64				33					
Salemburg																																							
Pineland School for Girls	7	Pr	90	31	13	13	5	6	30	24	36		3	23	3	42	161	3	3	2		9				17	9.6	24		137				6		11			
Salisbury																																							
Boyden High School	7	P	750	97	58	58	28	54	124	83	134	18	52	129	15	208	763	28	36	14	5	24	30	6	27	170	18.2	254	475	34				81	70	19			
Scotland Neck High School	7	P	219	30	18	17	7	11	44	13	42		30	38	11	57	235	6	3	3		9	7	5	2	35	13.	208		27				29		6			
Selma High School	7	P	172	19	8	8	5	11	17	3	21	6	6	6	3	28	90	9	3	3		12	8			35	28.	63	15	12				15		20			
Shelby High School	7	P	587	66	25	25	16	34	59	36	38		28	45	9	72	287	17	8	14		24	24	13	33	133	31.7	158	19	110				103	9	21			
Smithfield High School	7	P	198	29	8	8	1	1	24	6	12	10	23	19		36	130						3			3	2.3	112		18				3					
Southern Pines High School	7	P	104	14	7	7	0	0	21	8	13	8	21	12		33	116											100		16									
Spencer High School	7	P	254	36	23	23	13	25	58	26	39		22	66	12	90	313	15	15				26		29	85	21.4	102	211					29	56				
East Spencer High School	7	P	87	14	8	8	5	16	15	6	6		15	8		20	70	9				13	28		18	68	49.3	31	39					24	44				
Statesville High School	7	P	479	66	36	36	7	9	112	68	65	8	68	89	33	138	581			3		8	6		13	30	4.9	249		332				23		7			

NORTH CAROLINA—*(Continued)*

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YEAR 1928-29 STATE NORTH CAROLINA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Tarboro High School	7	P	159	23	7	7	2	3	26	17	20		13	17		13	106		4						4	8	7.	96		10				3		5			
Thomasville High School	7	P	236	26	11	11	4	10	29	24	17	4	13	17		36	140	7		6	6	9				28	16.7	96		44				28					
Wadesboro High School	7	P	195	39	19	19	7	16	30	12	22	12	18	29	11	106	240	20	4			3	8	6	7	48	16.7	128	19	93				25	8	15			
Washington High School	7	P	337	56	21	19	8	23	36	16	18		30	42	6	95	243	18	3	3	3	5	3	7	26	68	21.9	143	55	45				31	15	22			
Washington Collegiate Inst.	7	Pr	128	28	6	6	5	5	21	8	12			12	3	20	76			5		9	3			17	18.3	38		38				8		9			
Wilmington																																							
New Hanover High School	7	P	1310	172	81	81	23	39	244	110	110	32	184	205	35	281	1201	12	39		7	29	32		21	140	10.4	1055	42	92	12			83	21	19	17		
Winston-Salem																																							
R. J. Reynolds H. S.	7	P	1993	209	96	96	36	57	254	122	120	68	195	217	29	334	1339	33	16	11	6	70	48	5	17	206	13.3	1286		44	9			202		4			
Salem Academy	7	Pr	111	26	20	7	3	3	21	12	12	6	12		9	27	99		3	3		3				9	8.3	99						9					
Wilson																																							
Charles L. Coon High Sch.	7	P	560	56	39	39	7	12	107	68	55	17	93	100	3	139	582	1	3	9		9	3		5	30	4.9	347	30	205				23		7			
TOTAL			29842	4079	2106	2057	795	1405	5349	2620	3329	736	3342	4362	785	7400	27923	799	581	432	117	1018	1048	260	715	4970		18913	2735	5844	375	44	12	3722	441	738	65		4
PER CENT OF TOTAL																		13.	18.1	11.5	13.7	23.3	19.4	24.9	6.8		15.1	57.5	8.3	17.8	1.1	.1	.03	11.4	1.3	2.2	.2		.01

SOUTH CAROLINA

YEAR 1928-29 STATE SOUTH CAROLINA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Abbeville High School	7	P	205	34	20	20	11	21	42	27	16		43	46		71	245	10	5	9	2	3	17		9	55	18.3	219	26					49	6				
Anderson Boys' High School	7	P	287	27	11	11	8	12	24	18	24		34	22		42	165	5	3			20	15		1	44	21.1	165						44					
Bamberg																																							
High School	7	P	128	20	12	12	5	9	28	15	13		40	26	6	53	181	5	5				9		4	23	11.3	165	16					23					
Carlisle School	7	Pr	106	21	12	8	5	15	14	11	11		14	10	5	18	83	9	3	6		11	23	3	3	58	41.1	83						58					
Beaufort High School	7	P	212	27	14	14	7	11	41	15	26		22	30	6	50	190		3	6		10	19		1	39	17.	161	14		15			39					
Belton High School	7	P	201	23	14	14	8	13	32	19	26	6	26	34		40	183	2	2			19	12		10	45	19.7	170		13				45					
Bennettsville High School	7	P	163	26	16	16	8	10	42	42	9	16	32	26		49	216	3	3		3	11	10		1	31	12.6	183	33					22	9				
Camden High School	7	P	244	32	17	17	3	4	40	24	15	5	35	19		76	214	2					3		5	10	4.5	171	28	15				10					
Charleston																																							
Ashley Hall	8	Pr	97	17	17	17	4	8	52	27	21	9	15	38	9	75	246		3	3	4	10	3		3	26	9.6	65		60	121			26					
Charleston Boys H. S.	7	P	568	59	43	43	18	37	86	50	54	18	127	169	46	75	625	39		11		27	47	3	12	139	18.2	625						139					
Porter Military Academy	7	Pr	20	11	7	7	4	7	12	3	13		13	14		41	96	7	5			6	8	3		29	23.2	62			34			25			4		
Cheraw High School	7	P	139	13	8	8	1	2	19	14	15	12	16	11	4	11	102	3					3			6	5.6	74	28					[illegible]					
Chester High School	7	P	328	57	24	24	13	28	45	12	21	4	50	48	3	95	278	17	9	6	3	13	11	3	22	84	23.2	257	21					62	22				
Clinton																																							
High School	7	P	221	34	23	23	11	21	53	40	5	6	44	61		78	287	9	13		6	15	1		3	47	14.1	255	32					47					
Thornwell High School	7	Pr	83	14	7	7	4	5	15	12	6	9	12	13		27	94	3	3				10			16	14.5	84	10					10		6			
Columbia High School	7	P	831	126	82	82	35	43	230	124	143	49	219	229	9	235	1238	15	21	3	3	29	39	21	3	134	9.8	1184	54					128	6				
Conway High School	7	P	255	22	15	14	5	13	29	21	24	9	33	32		49	197	11	6	6		8	3		5	39	16.5	156	26	15				35	4				
Darlington High School	7	P	234	35	18	18	7	11	43	28	22	6	45	29	7	69	249	3	2			13	22			40	13.8	226	23					40					
Denmark High School	7	P	119	21	10	10	4	7	16	10	10	3	20	24	2	31	116	5	3	3		5	4			20	14.7	101		15				20					
Dillon High School	7	P	263	38	17	17	7	13	33	24	18	15	38	31		62	221	10	9	3		3	4	3	3	35	13.7	205		16				35					
Duncan High School	7	P	137	22	6	6	3	4	13	12			3	16		33	77	3	3			3	3			12	13.5	33	12	32				12					
Easley High School	7	P	276	40	16	16	3	3	41	19	16	4	38	36	8	75	237						8		1	9	3.7	171	33	33				9					
Edgefield High School	7	P	118	19	11	10	4	7	25	12	17	9	19	22		27	131	2	3		2	3	6		1	17	11.5	102	29					14	3				
Florence High School	7	P	599	77	43	43	19	44	88	27	51	10	69	92	19	152	508	28	21	12		31	27	12	4	135	21.	468	40					132	3				
Gaffney High School	7	P	456	71	34	34	16	38	70	50	50	26	87	38		92	413	26	15	20	9	22	12		14	118	22.2	194	219					61	57				
Georgetown High School	7	P	185	38	20	20	12	27	29	12	16		54	49		87	247	16	18	10		8	12		6	71	22.3	247						71					
Greenville High School	7	P	1055	127	92	82	32	52	201	160	77	36	194	192	8	279	1147	30	23	11	3	25	36	6	32	166	12.6	736	369	42				129	30	7			
Greenville																																							

SOUTH CAROLINA—*(Continued)*

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YEAR 1928-29 STATE SOUTH CAROLINA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed In								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Parker High School	7	P	769	50	11	9	7	15	24	6	6		19	21		46	122	3	9	3		14	9		9	47	27.8	108	14					44	3				
Greenwood																																							
Bailey Military Institute	7	Pr	149	42	29	29	22	63	50	21	30	3	52	40	9	98	303	38	12	16		61	50	9	40	226	42.7	299	4					214	12				
Greenwood High School	7	P	511	87	47	47	16	37	101	54	76	15	121	107	7	155	636	22	9	12		29	26	3	7	108	14.5	420	199	17				53	55				
Greer High School	7	P	362	59	20	17	11	25	36	21	16	3	23	32		61	192	14	21	3		18	19		4	79	29.1	130	36	26				43	28	8			
Hartsville High School	7	P	322	50	18	18	11	29	40	18	21	18	21	27		45	190	12	8	12	9	27	13	3	4	88	31.7	161	14	15				88					
Honea Path High School	7	P	246	29	14	14	5	10	32	21	18	10	31	27	6	39	184	4	5			7	4		4	24	11.5	152	17	15				23	1				
Kershaw High School	7	P	132	24	9	9	4	10	15	8	6	6	21	13		30	99	12	3	6	3		4	3		31	23.8	60	39					22	9				
Lake City High School	7	P	199	30	15	15	8	15	32	12	17	10	27	35	8	35	176	4	11	3	3	9	9		2	41	18.9	176						41					
Lancaster High School	7	P	264	44	31	31	13	24	66	35	20	6	65	53	6	107	360	11	7	3		24	17	3	4	69	16.1	320	16	24				69					
Latta High School	7	P	140	24	14	14	6	13	29	14	14	10	31	20	6	32	156	8				9	15		22	54	25.7	110	46					54					
Laurens High School	7	P	300	56	27	27	11	19	54	21	13	16	50	64	7	115	340	11	11	3		6	18		5	54	13.7	283	18	39				36	12	6			
McCormick High School	7	P	172	32	11	11	5	10	24	11	21		27	32	2	29	146	4	8	3		6			3	24	14.1	101	45					11	13				
Marion High School	7	P	229	36	13	13	5	8	29	31	18	3	30	21		33	165	6			3	8	6		10	33	16.7	155	10					27	6				
Mullins High School	7	P	255	34	22	22	15	45	42	22	14	4	40	24		61	207	20	30	24		27	28	6	1	136	39.6	179	28					136					
Newberry High School	7	P	271	32	25	24	4	5	69	38	54	20	86	46		71	384	4	3	3		10				20	5.	236	148						20				
Orangeburg High School	7	P	447	78	38	38	19	38	91	44	39	23	80	69	3	147	496	16	16	12	2	27	38		5	116	19.	416	57	23				86	30				
Rock Hill																																							
Rock Hill High School	7	P	478	63	39	39	24	46	62	38	36		60	58	4	134	392	23	16	3		23	24		26	115	22.7	361	31					115					
Winthrop Training School	7	Pr	122	20	15	15	2	2	27	15	11	2	32	27	8	54	176	2	2							4	2.2	176						4					
St. Matthews High School	7	P	175	26	18	18	9	20	35	23	15		37	29		56	195	13	14	3		10	14			54	21.7	117	63		15			48	6				
Seneca High School	7	P	245	33	14	14	8	18	32	15	12		20	14		76	169	7	13			11	13		5	49	22.5	92	43	34				40	9				
Simpsonville High School	7	P	210	40	19	17	8	21	36	26	9		27	60	3	48	209	13	13	5		12	14		2	59	22.	123	38	48				33	26				
Spartanburg High School	7	P	1106	163	96	96	33	51	218	184	74	75	270	187	22	401	1431	24	15	5	22	25	29	3	17	140	8.9	1334	51	31	15			140					
Summerville High School	7	P	132	21	10	9	6	16	16	21	9	3	16	14		22	101	12	6	6	3	3	13		6	49	32.7	31	70					22	27				
Sumter																																							
Boys High School	7	P	233	37	18	18	13	32	28	6	18	8	37	39	6	60	202	17		11		39	32	3	7	109	35.	202						109					
Girls High School	7	P	271	50	26	26	8	11	50	19		19	47	45		68	248	4	9		3		8		4	28	10.1	211	37					22	6				
Union High School	7	P	282	41	29	16	6	9	40	18	26	3	46	43		66	242	6	6			5	3		7	27	10.	165	60	17				8	16	3			
Walterboro High School	7	P	245	48	18	18	10	10	38	19	8	3	31	32	4	78	213	5	6		3	6	3	3	2	28	11.6	165	48					16	12				

SOUTH CAROLINA—(*Continued*)

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YEAR 1928-29 STATE SOUTH CAROLINA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Willington																																							
De La Howe High School	7	P	23	5	3	3	0	0	6	9		6	6	3		17	47											47											
Winnesboro High School	7	P	95	16	11	10	5	8	21	15	8	3	22	26		36	131	5	6			4			1	16	10.9	51	80					13	3				
York High School	7	P	254	37	11	10	7	11	20	13	15	1	30	18		27	124	7	3	3	2		10		9	34	21.5	124						34					
TOTAL			16169	2358	1280	1240	558	1086	2726	1626	1343	522	2747	2586	233	4239	16022	590	443	248	88	715	787	90	349	3310		13067	2225	530	200	0	0	2842	434	30	4	0	0
PER CENT OF TOTAL																		17.8	21.4	15.6	14.4	20.6	23.3	27.9	7.6		17.1	67.6	11.5	2.7	1.	0	0	14.7	2.2	.2	.02	0	0

TENNESSEE

YEAR 1928-29 STATE TENNESSEE NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Alcoa High School	8	P	99	9	4	4	1	1	12	9		3	3	12	9	11	59					3				3	4.8	59						3					
Athens																																							
Tennessee Wesleyan Prep.	8	Pr	127	17	10	10	1	3	24	15	9	6	15	25	12	8	114	3	3	3						9	7.3	48		66						9			
Bartlett																																							
Nicholas Blackwell H. S.	8	P	193	36	13	13	4	7	33	11	30		20	18	12	40	164	6	3			8	3		4	24	12.8	164						24					
Baxter																																							
Baxter Seminary	8	Pr	105	15	3	3	0	0	9	3	3		5	14	3	14	51											18		33									
Benton																																							
Polk County High School	8	P	241	37	9	9	5	10	15	3	9			43		43	113	12	3	3		12	4			34	23.1	113						34					
Bolivar Central High School	8	P	131	18	8	5	0	0	15	9		3	8	20		19	74											27	32	15									
Bristol High School	8	P	343	40	25	19	4	5	55	12	30	6	32	50	15	85	285	3					8	3	1	15	5.	115		155	15			1		14			
Brownsville																																							
Haywood County H. S.	8	P	222	35	14	12	0	0	41	27	18	12	13	18	3	55	187											91	52	44									
Buntyn																																							
Elizabeth Messick H. S.	8	P	446	52	30	28	5	6	85	54	57	15	40	60	18	95	424	1	3			3	2		6	15	3.4	226		179	19			6		9			
Carthage																																							
Smith County High School	8	I	220	43	12	12	4	10	29	6	26	4	19	10	7	47	148	6		3		12	12	3		36	19.6	46	45	57				32		4			
Chattanooga																																							
The Baylor School	8	Pr	190	35	25	25	14	22	65	23	18	5	59	58	26	89	343	6		3		15	22	6	17	69	16.8	312			31			68			1		
Central High School	8	P	1654	271	51	51	22	40	123	31	53	8	94	122	28	197	656	32	22	6	12	23	18	9	26	148	18.4	575	31	6	28		16	148					
Chattanooga High School	8	P	592	171	55	53	16	24	147	102	75	27	87	96	69	143	746	12	5	9		4	38		16	84	10.1	706	12		28			81	3				
Girls Preparatory School	8	Pr	169	15	8	7	0	0	21	21	12	6	15	25	3	8	111											32		18	61								
The McCallie School	8	Pr	300	51	38	37	11	18	98	35	23	19	105	68	27	166	541	11		3	2	7	14		23	60	10.	480			61			50			10		
Clarksville High School	7	P	571	93	25	25	5	13	68	43	18	13	58	69	4	84	357	6	6	3		11	8	3	7	44	11.	142	70	129	16			44					
Cleveland																																							
Bradley County Central H.	8	P	374	64	26	25	5	6	64	29	30	13	31	63	15	132	377	9				6	4			19	4.8	166	45	166				15		4			
Centenary College H. S.	8	Pr	17	1	0																																		
Collierville High School	8	P	92	23	15	15	7	10	45	23	6	9	18	40	18	44	203	3	3			1	7	6	6	26	11.4	186		17				14		12			
Columbia																																							
Central High School	8	P	409	70	15	15	3	5	38	23	17	10	30	37	9	26	190	4		3		5	4			16	7.8	140	15	20	15			12		4			

TENNESSEE—*(Continued)*

YEAR 1928-29 STATE TENNESSEE (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Columbia Institute	8	Pr	40	7	3	3	0	0	6	3	3	3	6	7		8	36											6		15	15								
Columbia Military Academy	8	Pr	150	43	28	28	18	36	59	11	9	3	56	48	17	110	313	17	3	6		27	32	11	26	122	28.	181		12	120			80		3	39		
Cookeville																																							
Technical High School	8	P	216	45	20	20	2	2	51	12	30		15	79	3	106	296			6						6	2.			296						6			
Covington																																							
Byars-Hall High School	8	P	243	20	3	3	1	2	9	3	6	2	11	3		10	44				1			3		4	8.3	44						4					
Decherd																																							
Franklin County High Sch.	8	P	212	25	5	5	2	2	16	8	6			11	7	23	71					8				8	10.1	13	33	25				5		3			
Dyersburg High School	8	P	259	29	10	10	1	1	29	11	9		20	30	7	53	159					3				3	1.8	95	48		16			3					
Erwin																																							
Unicoi County High School	8	P	235	32	14	14	3	4	32	12	15	15	27	30	3	73	208	9				5				14	6.3	174	18	16				14					
Fountain City																																							
Knox County Central H. S.	8	P	577	83	31	31	16	31	66	25	54	9	42	75	3	107	381	27	9	6		19	24		27	112	22.7	364		17				112					
Franklin																																							
Battle Ground Academy	8	Pr	80	13	9	9	3	6	22	7	11	9	21	21	3	22	116	3	3				6	3	6	21	15.3	99	17					21					
Gallatin Central High School	7	P	287	54	22	21	5	7	58	21	28	18	24	63	8	82	302	3		3		12	3		1	22	6.8	142	87	73				8	6	8			
Goodlettsville High School	8	P	132	21	5	5	2	3	13	5	9	4	3	15	1	15	65					5			6	11	14.5	35	30					8	3				
Harriman High School	8	P	131	23	5	5	3	4	10	3	6	2	10	12	2	9	54	2			2		4	3		11	17.	38		16				11					
Harrogate																																							
Lincoln Memorial Univ. H.	8	Pr	222	34	21	21	4	5	69	15	45	3	33	38	6	97	306	3		3		4	4		6	20	6.1	66	240					16	4				
Hartsville																																							
Trousdale County H. S.	8	P	149	15	5	5	2	6	10	5	5		4	9	1	17	51	2	2			7	7			18	26.1	36	15					18					
Henderson																																							
Chester County High School	8	P	152	24	14	12	3	5	33	3	21		18	33	3	58	169	3				10	4		3	20	10.6	52		117				20					
Jacksboro High School	8	P	147	33	4	4	1	2	15		12		4	4		22	57		3			1				4	6.6	10	47					4					
Jasper																																							
Marion County High School	8	P	178	21	4	4	1	3	9	3	6		3	25	6	5	57			3		3		3		9	13.6	24	33					9					
Johnson City																																							
Science Hill High School	8	P	399	71	38	35	12	26	87	38	71	9	54	58	7	141	465	18	3	9		18	12	4	6	70	13.1	357	12	35	61			52	3	10	5		
Kingsport High School	8	P	310	44	13	9	1	1	32	8	13	3	22	15	7	33	132						4			4	2.9	88	16	15	13			4					
Knoxville High School	8	P	1876	424	170	169	77	131	457	163	296	9	242	430	111	473	2181	45	21	63	3	85	132	30	54	433	16.6	2054	35	48		44		399	22	6		6	

TENNESSEE—*(Continued)*

YEAR 1928-29 STATE TENNESSEE (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
LaFollette High School	7	P	230	33	9	9	4	4	28	8	15		5	19		56	126	3		3			8			14	10.	69	57					14					
Lawrenceburg																																							
Lawrence County High Sch.	8	P	415	60	5	5	1	1	12		13		9	7	3	32	76	4								4	5.		16	60						4			
Lenoir City High School	8	P	263	28	7	7	1	1	18	11	19		7	12	10	12	89	3								3	3.3	64		10	15			3					
Martin City High School	8	P	300	38	17	17	5	9	44	39	16	30	9	57	28	65	288	3		1		9	4		2	19	6.2			288						19			
Maryville High School	8	P	250	50	34	34	17	29	84	57	3	33	36	84	42	124	463	18	3			15	18	6	22	82	15.	446			17			82					
Memphis																																							
Central High School	8	P	1737	282	126	126	27	42	353	150	240	52	236	234	93	488	1846	12	12	3	3	45	33	5	33	146	7.4	1580	16	15	235			134			12		
Humes High School	8	P	262	39	15	12	6	10	34	11	18		27	27	9	45	171	6		3		3	12	3	4	31	15.3	140	16	15				31					
Miss Hutchison's School	8	Pr	117	25	21	21	4	7	56	55	51	12	8	19	9	66	276	6	3				4	3	6	22	7.4	190			60	26		22					
Memphis University High	8	Pr	107	15	13	13	9	12	36	9	23	2	17	11	14	48	160	2	5	2		12	6	3	11	41	20.4	160						41					
South Side High School	8	P	627	66	16	16	2	2	48	12	39	3	45	57	9	50	254					3	4			7	2.7	254						7					
St. Agnes Academy	8	Pr	105	10	5	5	1	2	15	4	15		7		9	13	63	3					4			7	10.	14		34		15				7			
Technical High School	8	P	1021	120	16	16	10	14	36	6	27		43	25	18	54	209	9	11	3			6	14	2	45	17.7	171	22		16			40	5				
Millington High School	8	P	269	32	11	10	1	5	25	7	12	6	25	27	12	36	150	3	3		2	3		3		14	8.5	84	26	24		16				14			
Morristown High School	8	P	250	61	20	18	9	15	46	10	22	9	27	34	30	57	235	10		6		5	12	6	3	42	15.2	192	27	16				42					
Mt. Pleasant																																							
Hay-Long High School	8	P	161	36	12	12	5	10	30	15	17	6	18	25	7	31	149	3				12		3	11	29	16.3	80	27	42				18	3	8			
Murfreesboro High School	8	P	441	64	33	33	2	2	89	44	69	12	55	90	3	167	529	6								6	1.1	44	485						6				
Nashville																																							
Central High School	8	P	931	116	21	21	9	13	58	18	25	6	26	34	11	70	248	3		7	3	7	10	2	3	35	12.4	137	79	32				17	15	3			
David Lipscomb H. S.	8	Pr	125	27	15	14	2	3	51	11	27	4	19	11		84	207				4				8	12	5.5		35	172						12			
Duncan College Prep. Sch.	8	Pr	109	24	21	19	8	13	36	12	3	2	48	40	18	42	201	4	5	4		4	12			29	12.6	186			15			29					
Father Ryan High School	8	Pr	130	13	12	12	4	5	28	9	11	4	17	31	3	60	163	2	3			4			3	12	6.9	43			81	39		9			3		
Hume-Fogg High School	8	P	1868	304	84	84	8	8	197	76	60	54	171	222	41	187	1008	3		3		8	8		5	27	2.6	759		236	13			16		11			
Montgomery Bell Academy	8	Pr	113	20	19	19	10	15	34	13	5	4	28	22	42	50	198	12	2			13	7		10	44	18.2	183				15		44					
Nashville Agr.& Normal I.	8	Pr	149	30	11	1	1	2			2				2	1	5	2		2						4	44.4	5						4					
Peabody Demonstration H.	8	Pr	250	63	51	51	15	24	117	60	42	32	73	137	39	94	594	11	6	17		22	11		3	70	10.5	410		139	45			37		29	4		
St. Cecilia Academy	8	Pr	59	11	3	3	0	0	8	8	5	1	4	6	5	2	39											39											
Wallace University School	8	Pr	85	13	13	13	5	8	26	17	4	8	16	28	5	15	119		4			8	10			22	15.6	119						22					
Ward-Belmont High School	8	Pr	249	54	37	37	10	17	105	64	32	10	49	82	45	95	482	12	8	11		3	5		17	56	10.4	73	28	300	81				4	37	15		

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YEAR 1928-29 STATE TENNESSEE NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Paris																																							
Grove High School	8	P	370	72	25	24	7	9	64	35	23	5	55	31	6	117	336			3		10	17		3	33	8.9	26	201	99	10			3	21	4	5		
Pleasant Hill Academy	8	Pr	96	12	6	5	4	5	15		6	3		9		25	58						7		7	14	19.4	7		51				7		7			
Pulaski																																							
Martin College Prep. Sch.	8	Pr	27	10	8	8	0	0	23	12	9		3	12	6	46	111												5	106									
Ripley High School	8	P	228	27	13	12	3	6	36	18	9	11	16	17	6	61	174			3		10	4		6	23	11.7	74	84	16				23					
Rockwood High School	8	P	167	18	4	4	0	0	14		11		5	4	3	29	69											33		36									
Sevierville																																							
Murphy Collegiate Instl	8	Pr	123	39	10	9	4	6	18	9	15		18	25	6	19	110	9		5			4		3	19	14.7	47		63				16		3			
Sewanee Military Academy	8	Pr	110	19	13	13	7	13	27	9	3		24	25	19	51	158	11	5	3		12	12	3	3	49	23.7	158						49					
Smithville																																							
DeKalb County H. S.	8	P	89	16	7	6	1	1	18	6	6		11	25	3	29	98								3	3	3.	33	29	36					3				
Smyrna High School	8	P	88	15	4	4	2	6	9		12			6	3	10	40	3				3	6	3	6	21	34.4		40						21				
Springfield High School	8	P	191	23	7	7	2	3	15	13	6		9	15		30	88	6	5							11	11.1	22	32	34				11					
Spring Hill																																							
Branham and Hughes M. A.	8	Pr	148	52	32	28	13	24	68	14	30	2	61	60	28	84	347	9		6	3	18	24		11	71	17.	313		13	9	12		58		3	7	3	
Sweetwater																																							
Tennessee Military Acad.	8	Pr	134	28	17	16	12	23	32	11	22		16	33	12	42	168	9	3	9		20	24	7	6	78	31.7	122		20	20	6		42	16	5	11	4	
Union City High School	8	P	308	35	14	14	3	6	38	19	15	17	19	37	21	27	193	[illegible]				5	12		6	26	11.9	39	31	92	31			9			17		
Whitehaven High School	8	P	176	13	6	6	2	2	16		9		8	24	3	34	94	3				3				6	6.	78	16					6					
TOTAL			25388	4188	1623	1564	500	834	4076	1703	2071	576	2540	3518	1096	5418	20998	439	170	227	35	574	660	148	438	2691		13918	2205	3539	1147	173	16	2156	135	258	129	13	0
PER CENT OF TOTAL																		9.7	9.1	9.9	5.7	18.4	15.8	11.9	7.5		11.3	58.8	9.3	14.9	4.8	.7	.07	9.1	.6	1.1	.5	.05	

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YEAR 1928-29 STATE TEXAS NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Abilene High School	7	P	1609	244	112	112	39	62	260	53	136	8	151	112	77	476	1273	24	11	9		45	34	15	42	180	12.4	615	355	303				114	27	39			
Albany High School	7	P	160	23	15	15	7	8	39	3	23	3	19	31	9	62	189	3	3	3		11	3			23	10.8	180		9				17		6			
Alice High School	7	P	175	25	11	9	3	5	23	2	7		7	19	7	28	93					6	6		4	16	14.7	37	56					14	2				
Amarillo High School	7	P	1239	136	46	46	19	24	128	66	54	3	42	87	21	218	619	6	9	9		34	5		9	72	10.4	367		13	175		64	50		3	17		2
Austin																																							
Austin High School	7	P	1550	326	188	188	111	207	420	93	176	13	242	444	114	486	1988	126	24	83	3	126	137	60	107	666	25.1	1854	10	124				651	6	9			
St. Edward's Univ. Acad.	7	Pr	79	14	9	8	5	8	18	3	9		6	10	3	47	96	6	13					3	7	29	23.2	7		72	17			9		20			
Baird High School	7	P	156	28	14	14	9	17	27		11	2	12	12	11	61	136	10	3			14	14	4	17	62	31.3	101	8	27				51	8	3			
Belton																																							
Baylor College Academy	7	Pr	367	62	47	46	17	30	123	18	53	5	68	30	15	205	517	29	13	13	3	5	32	7	15	117	18.4	502		11	4			101		4	12		
Belton High School	7	P	347	42	34	34	17	25	105	9	34		23	55	31	131	388	7		10		42	28		16	103	21.	345		27			16	100		3			
Beaumont																																							
South Park High School	8	P	540	69	27	27	6	12	72		24		48	70	39	91	344	9		6		9	6	3	3	36	9.5	74		270				18		18			
Beaumont High School	7	P	926	192	95	95	41	62	241	68	76	3	157	260	90	280	1175	27	9	26		39	84	6	16	207	15.	279		896				73		134			
Big Spring High School	7	P	374	51	13	13	8	12	33		8		14	18	3	58	134	3				21	5	3	14	46	25.6	118					16	46					
Bishop High School	7	P	95	14	7	5	3	5	10		3			10		30	53	3					6		5	14	20.9	39	14					10	4				
Bonham High School	7	P	340	55	30	29	16	26	76	20	30	19	32	41	29	121	368	6	3	3		30	16	3	14	75	16.9	343	9	16				72	3				
Brady High School	7	P	242	37	13	11	3	3	32	5	9		12	33	8	40	139			3					3	6	4.1	111	28					6					
Breckenridge High School	7	P	489	77	49	49	20	30	112	10	32	5	67	84	57	209	576	21		12		15	15	12	22	97	14.4	284		267	25			39		57	1		
Brenham High School	7	P	215	30	17	17	5	9	38		33	3	30	28	20	45	197	9				9	12		3	33	14.3	43		137			17	21		12			
Brownsville High School	7	P	245	61	31	31	6	8	93	21	57	3	51	67	39	69	400			3		12	9		4	28	6.5	100		300				13		15			
Brownwood																																							
Brownwood High School	7	P	450	131	78	50	6	6	126	14	28	9	64	69	48	339	697	9				2	3		5	19	2.7	112	585					19					
Howard Payne Academy	8	Pr	83	33	21	2	2	4	3		6		3				12	2					5	3	4	14	53.9	12						14					
Bryan																																							
Allen Academy	7	Pr	172	32	21	21	17	42	37	8	16		14	22	12	52	161	23		12		36	52	11	14	148	47.9	146		15				130			18		
Bryan High School	7	P	348	62	34	34	12	20	84	14	31	13	38	80	34	143	437	18		5		12	21		16	72	14.1	341	58	38				55	6	11			
Byers High School	7	P	98	9	6	6	3	6	11	3	9	3	2	6	2	26	62	5				1	4		5	15	19.5	38		24				9		6			
Burkburnett High School	7	P	275	33	5	5	1	3	14	3	6		6	15	9	17	70	3				3			4	10	12.5	52		18				10					
Caldwell High School	7	P	179	23	13	13	8	21	22		11		6	9	9	52	109	14		5	3	8	3	11	20	64	37.	75	7	27				20	9	35			
Calvert High School	7	P	80	14	5	5	1	1	21	6	3	3	4	18		16	71								1	1	1.4	71						1					

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YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Cameron																																							
C. H. Yoe High School	7	P	320	64	32	32	12	26	77	8	31	5	28	52	35	129	365	11	6	3		21	20	16	14	91	20.	350		15				91					
Canyon																																							
Canyon High School	7	P	273	45	29	28	9	16	81	21	48		6	40	18	165	379	6	3	3		6	9	6	15	48	11.2	379						48					
West Texas T. C. High Sch	7	P	163	43	22	22	7	9	57	6	33		6	30	3	168	303	9	3			3			12	27	8.2	303						27					
Carrizo Springs H. S.	7	P	90	13	3	3	1	2	2				2	7	2	13	26	3							3	6	18.7	23		3						6			
Chillicothe High School	7	P	143	29	9	9	4	4	25		15			12	11	60	123			3		6	4			13	9.6	107	16					13					
Cisco High School	7	P	470	53	23	13	6	7	39	3	15		6	19	16	77	175					15	6	5		26	12.9	161		14				23		3			
Clarendon High School	7	P	246	46	24	23	10	18	58		21		29	9	30	113	260	12		9		3	7	6	21	58	18.2	58		186			16	4		54			
Claude High School	7	P	134	18	7	5	4	4	15	3	3			14	3	30	68						5	5	6	16	19.	44			24			6			10		
Cleburne High School	7	P	779	73	35	35	11	15	94	23	39	12	63	113	18	132	494	12	6	3		18	4		4	47	8.7	362	32	55	45			41		3	3		
Coleman High School	7	P	386	48	22	22	6	11	49		26	5	6	21	28	124	259	11				6		8	6	31	10.7	195	43	21				22		9			
Colorado High School	7	P	294	39	18	16	9	14	44	8	16	2	19	22	17	82	210	6				12	13		16	47	18.3	164		15	31			31		16			
Commerce																																							
E. Texas S. T. C. H. S.	7	P	312	173	22	22	4	5	47	2	8		10	10	8	130	215					6			11	17	7.3	215						17					
Cooledge High School	7	P	152	19	15	15	5	7	37	3	27		29	23	29	70	218	9				5	4		8	26	10.7	84		134				2		24			
Corpus Christi High School	7	P	544	52	26	26	9	13	70	6	23	7	24	75	13	107	325	3	5	3		9	19	3	9	51	13.6	226	12	70	17			35		6	10		
Corsicana High School	7	P	767	83	39	39	19	28	95	38	45	7	64	91	18	150	508	15		12	4	17	13	14	16	91	15.2	442	14	28	24			76	2		13		
Crosbyton High School	7	P	244	27	10	9	5	6	16	2	13			18	5	32	86	6				8		2		16	15.7	71		15				16					
Cuero High School	7	P	198	32	21	21	13	31	44	6	21		18	41	15	67	212	18		17		21	14	20	14	104	32.9	200	12					104					
Dallas																																							
Dallas Technical H. S.	7	P	1785	140	90	90	36	61	248	49	72	9	150	275	63	373	1239	24	9	6		72	46	12	41	210	14.5	1222			17			210					
Forest Avenue H. S.	7	P	2100	226	58	58	24	44	143	24	47	9	99	140	30	222	714	24	12	12		36	41	3	14	142	16.6	666		33	15			139		3			
Oak Cliff High School	7	P	1159	140	48	48	15	25	130	39	48	9	85	141	28	175	655	9	3	9		24	22	3	13	83	11.3	588		67				64		19			
Highland Park H. S.	7	P	585	89	55	55	20	41	115	35	75	13	55	144	64	180	681	36	15	15		27	15	6	14	128	15.8	608		22	39		12	123					5
Sunset High School	7	P	1470	204	51	51	22	45	120	31	33	9	78	160	20	189	640	24	9	9		50	27	8	19	146	18.6	538	16	44	26	16		131		11	4		
Miss Hockaday Col. Prep.	7	Pr	183	37	26	23	4	9	68	51	26	9	34	46	9	69	312	2	10				6		9	27	8.	198	16		86		12	22					5
North Dallas H. S.	7	P	1558	240	93	93	37	60	243	81	98	9	150	257	24	385	1247	33	15	18		41	50	6	26	189	13.2	1186	12		49			174			15		
St. Mary's Prep School	7	Pr	48	16	8	7	1	1	20	8	15	3	18	6	11	12	93	3								3	3.1	42		51						3			
*Woodrow Wilson H. S.																																							
Del Rio High School	7	P	210	44	15	12	6	10	27	3	21		9	23	9	57	149	9		3		3		3	12	30	16.8	65		84				12		18			

TEXAS—*(Continued)*

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YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in: English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Semester Hours Failed in: English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges: In Southern Association Territory: A	B	C	Outside Southern Association Territory: A'	B'	C'	Semester Hours Failed in Colleges: In Southern Association Territory: A	B	C	Outside Southern Association Territory: A	B'	C'
Denison High School	7	P	985	127	19	17	6	11	48	6	12	3	36	35	21	66	227	3		3			15	6	11	38	14.3	107	120					21	17				
Denton																																							
Denton Senior High School	7	P	784	168	113	113	59	110	192	25	80	11	15	92	28	496	939	74	14	28		22	44	15	83	280	23.	930		9				280					
Teachers College H. S.	7	P	261	154	37	37	9	17	70	5	22	2	6	19	19	187	330	14		4			2	7	10	37	10.1	330						37					
Donna High School	7	P	196	29	19	15	3	5	32	10	11		11	20	21	66	171	3		3					9	15	8.1	37	60	61	13					16			
Eagle Lake High School	7	P	114	20	10	9	3	8	29		6		6	17	6	39	103	3	3			9	10		5	30	22.6	100			3			22			8		
Edinburgh High School	7	P	436	49	25	25	17	40	36	3	30		18	20	24	86	217	39		18		12	24	6	46	145	40.1	9		208				6		139			
Electra High School	7	P	490	70	25	25	14	33	52	4	24	5	15	54	28	70	252	15	7	13		21	35	9	16	116	31.5	188	16	30	18			88		15	13		
Elgin High School	7	P	154	27	14	14	6	14	36		20		3	17	6	66	148	11		8		5	6		23	53	26.4	140			8			50			3		
El Paso																																							
El Paso High School	7	P	1736	216	112	112	41	88	295	45	173	11	173	295	143	238	1373	42	14	18		89	109	12	39	323	19.	1210		65	81		17	303		9	11		
El Paso School for Girls	8	Pr	43	9	4	4	0	0	11	13	6		3	7	11	11	62											31			31								
Loretta Academy	7	Pr	115	33	12	11	6	14	21	10	12	3	6	18	15	21	106	12	3	9		3	6	3	6	42	28.4	91					15	42					
Ennis High School	7	P	427	70	28	28	10	17	72	9	24	3	34	45	20	116	323	6		9		12	8	6	12	53	14.1	315			8			44			9		
Farmersville High School	7	P	184	40	19	8	3	6	27		6		3	10	5	48	99					12	8		5	25	20.2	99						25					
Farwell High School	7	P	60	11	3	3	2	3	9		6		6	3	3	9	36						3	3	3	9	20.	36						9					
Ferris High School	7	P	152	36	11	-9	6	8	25	3	14	5	3	13	6	56	125	6		3		6	8	3	2	28	18.3	89	10	26				15	2	11			
Floydada High School	7	P	316	39	14	14	4	8	27	10	16		19	26	2	40	140	5	5			5	6	3		24	14.6	83		40	17			24					
Fort Stockton High School	7	P	137	20	9	9	0	0	25	9	3		15	21	13	43	129											98		15	16								
Fort Worth																																							
Central High School	7	P	2408	507	215	215	109	205	523	154	172	3	297	450	116	923	2638	131	51	33		200	93	30	139	677	20.4	2416	78	124	20			624	21	26	6		
North Fort Worth H. S.	7	P	950	154	38	38	20	37	94	15	31	9	54	54	26	155	438	15	6	9	3	18	38	6	35	130	22.9	311	99	28				80	9	32	9		
Polytechnic High School	7	P	943	197	70	70	34	66	165	26	57	15	85	160	61	328	897	42	9	7		63	35	20	38	214	19.3	452	288	157				149	37	28			
W C Stripling H. S.	7	P	550	66	23	23	16	30	57	6	9	2	32	32	15	117	270	12	3	6		39	24	3	15	102	27.4	230	26		14			91	6		5		
Gainesville High School	7	P	600	115	55	55	21	30	147	6	70		51	102	24	223	623	12	3	6		9	9	2	50	91	12.7	173		450				21		70			
Galveston																																							
Ball High School	7	P	1205	118	43	43	13	24	124	14	49		88	143	47	187	652	3				33	19		22	77	10.6	525		91	15	21		71		6			
Goliad High School	7	P	81	16	7	6	4	8	14		3		9	15	5	22	68	3		3		6	11		3	26	27 7	51	8	9				18	2	6			
Goose Creek																																							
R E. Lee High School	7	P	498	25	13	13	4	9	32	6	2		17	53	7	43	160	3				9	4		10	26	14.	139		21				26					
Graham High School	7	P	308	48	24	24	8	17	47	8	27	21	16	45	6	103	273	14	5			12	14	3	8	56	17.	147		126				29		27			

TEXAS—*(Continued)*

YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A	B'	C'
Greenville High School	7	P	677	89	49	31	7	10	63	9	25	2	24	39	20	157	339	4	3		3	3	5		17	35	9.4	305	15	19				35					
Groesbeck High School	7	P	169	25	18	18	8	14	47	5	18		21	25	11	83	208	3		3		12	11		20	49	19.1	198				10		49					
Harlingen High School	7	P	270	64	33	33	12	23	84	14	48		71	51	32	140	440	22	8			18	8	3	13	72	14.1	190		250				63		9			
Henderson High School	7	P	269	41	26	26	11	16	68	3	34		33	52	31	128	349	9	6			12	14	4	11	56	13.8	326		23				52		4			
Hereford High School	7	P	257	42	20	20	7	9	49	15	32		16	32	15	106	265	12	9			8				29	9.9	265						29					
Hillsboro High School	7	P	797	101	62	62	3	5	259	58	50		125	67	105	212	876	5				6		2	2	15	1.7	47		829				4		11			
Honey Grove High School	7	P	199	40	17	10	3	6	25		3		7	4	12	56	107			5		3	5	5	2	20	15.7	100			7			10			10		
Houston																																							
Jefferson Davis H. S.	7	P	628	97	19	19	10	16	45	12	9	3	39	62	15	53	238	9		3		18	30		1	61	20.4	172		66				55		6			
John H. Reagan H. S.	7	P	1166	187	60	60	30	52	162	39	53	3	138	182	27	186	790	15		15		48	57	3	41	179	18.5	637		153				167		12			
Milby High School	7	P	250	48	15	15	6	12	34	6	14		12	59	9	57	191	6		3		12	10	3	4	38	16.6	191						38					
Sam Houston H. S.	7	P	1349	308	93	93	33	60	251	45	62	4	179	333	45	339	1258	26	12	28		60	52	5	31	214	14.5	1062		196				211		3			
San Jacinto H. S.	7	P	1281	386	196	196	96	178	504	236	257	12	354	673	146	436	2618	81	20	53		205	184	12	77	632	19.4	2487	5	93	22	11		610	10		10	2	
Hubbard High School	7	P	137	28	23	23	5	7	78		31		32	39	35	84	299		3	11		3	7			24	7.4	194		105				15		9			
Humble High School	7	P	252	22	4	5	1	2	15	3	6		11	6	6	13	60			3			4			7	10.4	45		15				7					
Iowa Park High School	7	P	158	27	12	12	5	9	30	6	11		9	13	3	72	144	6		3		6	8	8	3	29	16.8	117		27				11		18			
Jacksonville High School	7	P	442	71	43	42	9	13	131	11	38		67	55	40	141	483	7	2	2		2	3	11	4	31	6.	30		453				3		28			
Kerens High School	7	P	147	30	8	8	5	10	13				14	11	5	41	84	8		3		3	3	5	6	28	25.	60		24				13		15			
Kerrville																																							
Schreiner Institute	7	Pr	130	46	31	27	14	20	65		30	2	51	56	30	75	309	12	2	3		6	25	6	14	68	18.	82		227				20		48			
Kingsville High School	7	P	350	83	39	38	11	20	72	4	23	2	30	32	22	159	344	6	5	4	2	3	23	5	10	58	14.4	64	280					28	30				
Kirbyville High School	7	P	180	42	20	20	1	1	47	6	16		16	33	32	96	246						3			3	1.2	246						3					
Lampasas High School	7	P	225	65	19	19	12	22	43	17	14		27	35	13	80	229	19		5	3	5	19	3	14	68	22.9	174		55				43		25			
Liberty High School	7	P	103	13	3	3	2	3		5	11		3	12		3	34	6				3				9	20.9	34						9					
Livingston High School	7	P	192	47	22	22	8	12	51	5	17		5	38	12	121	249	6				3	6	3	25	43	14.7	227		22				43					
Longview High School	7	P	348	44	24	23	13	18	56	11	24		41	46	27	101	306	6		6		18	16	3	9	58	15.9	205	29	57		15		37	3	18			
Lubbock High School	7	P	1170	232	143	143	45	66	267	48	105	17	163	257	67	398	1322	28	14	8		47	40	18	24	179	11.9	1275	16	31				179					
Lufkin High School	7	P	512	75	39	39	11	16	89	32	53	6	56	103	15	178	532	18				9	21	5	6	59	10.	495		37				51		8			
McAllen High School	7	P	208	56	14	14	8	17	31		20		8	19	19	56	153	12	6	6		12	13		3	52	25.4	77	10	66				16		36			
McGregor High School	7	P	158	26	13	12	6	9	27		16		11	13	6	66	139	7				9	4		4	24	14.7	139						24					

TEXAS—*(Continued)*

YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
McKinney																																							
Boyd High School	7	P	762	153	36	35	10	20	77	6	23	8	31	39	37	134	355	9		2		6	16		30	63	15.1	281	32	15	27			63					
McLean High School	7	P	156	25	13	12	6	8	23		8	3	23	28	2	41	128	7				8			6	21	14.1	116		12				18		3			
Marfa High School	7	P	83	16	7	6	2	7	11		5		5	4	5	50	80	3				3	7			13	14.	36		34			10	13					
Marlin High School	7	P	320	46	26	25	10	18	70	21	26	3	15	54	15	122	326	11		9		21	36		3	80	19.7	236	25	15				74	6				
Marshall High School	7	P	715	41	22	22	5	9	81	37	42	7	44	55	13	50	329	3	3			12	12		11	41	11.1	299		30				41					
Mart High School	7	P	204	38	18	18	11	21	40	9	15		32	42	11	80	229	12				18	24	3	8	65	22.1	183	46					65					
Memphis High School	7	P	248	75	28	28	16	36	43	3	18		23	30	33	129	279	33	3	12	3	26	24		17	118	29.7	172	73	18	16			74	6	38			
Mercedes High School	7	P	140	20	9	9	3	4	16		6		11	39	3	41	116	6				3			1	10	7.9	102					14	10					
Mexia High School	7	P	465	54	23	23	4	6	68	19	34		35	39	22	119	336					9	7	3	1	20	5.6	175	13	148				17	3				
Miami High School	7	P	107	21	11	10	6	8	37	3	8		7	8	5	50	118	1	3	10		5	12			31	20.8	34	13	30		10	31	10	3			5	13
Midland High School	7	P	296	52	16	16	9	16	32	11	14		18	39	3	82	199	12	3			24	20		9	68	25.5	156	16	27				65		3			
Mineola High School	7	P	203	55	23	18	9	14	44		18	5	15	27	22	56	187	2	2			9	15	2	7	37	16.5	125	26	36				29	6	2			
Mineral Wells High School	7	P	462	64	28	28	11	20	56	27	26	6	13	25	8	149	310	14	3	3		17	8	5	11	61	16.4	180	76	54				49		12			
Mission High School	7	P	138	22	9	9	5	6	21	6	17		12	26	9	21	112	3	8	3		3	4			21	15.8	57		55				14		7			
Mt. Pleasant High School	7	P	242	38	24	24	6	12	52		2	2	23	60	24	91	254	5		3		9	7	10	5	39	13.3	237			17			39					
Nacogdoches High School	7	P	506	56	38	38	12	18	96	9	36	3	36	65	42	223	510	12	6			12	6	3	24	63	11.	495		15				60		3			
Navasota High School	7	P	175	28	14	14	5	9	37	9	14		15	15	22	45	157	5				12	4		14	35	18.2	157						35					
New Braunfels High School	7	P	201	23	9	9	4	8	21		12		6	14	3	48	104	3				6	8		17	34	24.6	95		9				31		3			
Odessa High School	7	P	139	8	3	2	0	0	3	3					3	12	21											21											
Olney High School	7	P	222	29	15	14	8	17	17	10	8	3	7	33	11	55	144	13	6	3		13	7		4	46	24.2	109	16	19				37		9			
Olton High School	7	P	176	20	8	8	0	0	26		8	5	16	8	15	20	98											98											
Orange High School	7	P	471	58	19	19	7	11	51	9	23	3	27	51	14	75	253	6		6		1	7	3	7	30	10.6	191		62				15		15			
Ozona High School	7	P	77	14	8	8	2	3	22		12		5		5	70	114	3	5				8			16	12.3	55		30			29	11					5
Paducah High School	7	P	202	17	6	6	4	8	24		5		5	14		21	69	5		3		6		3	7	24	25.8	30		39				12		12			
Palacios High School	7	P	120	24	8	7	3	3	17	9	5		17	16	6	28	98	3	3				1			7	6.7	62	36					7					
Palestine High School	7	P	351	96	32	32	18	48	57	9	29	9	22	46	16	97	285	24	3	18		33	19	6	36	139	32.8	233		52				112		27			
Pampa High School	7	P	325	38	9	9	3	4	21	8	3		14	22	11	34	113	3				3	3	3		12	9.6	74		26			13	3		6			3
Panhanhandle High School	7	P	214	25	11	8	5	9	20	9	15		8	23	3	31	109	8		3		9	3		3	26	19.3	93					16	26					
Pecos High School	7	P	85	16	4	4	2	5	6		3		3		3	22	37	2				5			10	17	31.5	30			7			11			6		
Perryton High School	7	P	216	28	8	8	6	10	15	3	3		12	17	3	17	70	6	5	3		7	4		7	32	31.4	25		15	2		28	22			8		2

TEXAS—(*Continued*)

YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Pharr-San Juan High School	7	P	149	34	15	15	7	13	37	3	10	6	20	19	15	68	178	3		12		3	10	3	8	39	18.	34	10	120	14			7		32			
Plainview High School	7	P	444	92	32	32	9	17	114	3	61	3	16	59	35	104	395	9		3	3	8	8	23	10	64	13.9	98	26	271				15	6	25	18		
Port Arthur High School	7	P	2115	172	46	46	24	50	119	27	21	9	47	144	12	183	562	20	9	6	6	57	43	3	35	179	24.2	320	59	169	14			157	7	15			
Port Neches High School	7	P	130	33	14	13	6	8	35	6	11	3	23	39	24	35	176	3				15	9			27	13.3			131	7		38			15	12		
Quanah High School	7	P	480	74	37	37	14	23	91	24	35	3	42	70	8	183	456	9	3	5		11	21	13	6	68	13.	313	42	54	47			47	6	15			
Ralls High School	7	P	180	23	12	12	6	9	20	3	13		13	17	20	45	131	8				6	5	3	5	27	17.1	116		15				27					
Richmond High School	7	P	72	11	6	6	3	5	14	3	6		3	6	3	39	74	3	3			5			2	13	14.9	60					14	11					2
Robstown High School	7	P	241	20	12	12	3	4	29		9	3	3	21		64	129	3				3	8		1	15	10.4	73	[illegible]					15					
Roby High School	7	P	124	25	19	9	5	10	21	6	15	3	9	8	7	47	116	5					16	5	5	31	21.1	47	20	49				11	12	8			
Rosebud High School	7	P	121	31	16	16	10	19	32	3	14		8	4	22	71	154	7		7		20	21	3	18	76	33.	146	8					74	2				
San Antonio																																							
Alamo Heights H. S.	7	P	262	44	17	17	10	20	38		12	6	33	39	12	50	190	9	3			9	14	9	20	64	25.2	163		27				49		15			
Brackenridge H. S.	7	P	1472	442	78	78	30	58	215	26	79	11	142	210	64	265	1012	12	9	18		57	31	18	49	194	16.1	755		257				146		48			
Westmoorland Academy	8	Pr	93	23	22	22	9	11	56	24	30	9	9	31	22	69	250	8				3	6	5	11	33	11.7	74	25	136	15			16		12	5		
Incarnate Word H. S.	7	Pr	160	29	17	15	6	10	33	12	12		18	12	18	68	173	6		3			12	3	9	33	16.	173						33					
Main Avenue H. S.	7	P	1805	469	181	181	84	140	458	121	204	27	243	446	142	618	2259	79	12	21		128	100	46	58	444	16.4	1448		716	72		23	317		123	4		
Our Lady of the Lake H.S.	7	Pr	101	31	22	22	0	0	66	9	30	27	48	56	21	87	344											344											
St. Mary's Univ. H. S.	7	Pr	79	11	9	9	1	1	25		15	5	18	24	7	43	137						10			10	6.8	15		91	16		15			10			
Texas Military Institute	7	Pr	175	32	23	23	17	42	45		15	6	48	57	17	50	238	24	3	9		21	47	9	27	140	37.	151	30	23	34			96		29	15		
San Angelo High School	7	P	816	77	57	57	22	30	152	6	54	3	69	165	63	241	753	9	6	12		29	38	6	9	109	12.6	324		429				90		19			
San Benito High School	7	P	222	41	15	15	8	15	33	6	21		18	28	30	33	169	9		3	3	12	13	3	3	46	21.4	85		84				34		12			
San Marcos Baptist Academy	7	Pr	122	64	20	20	14	24	32	3	25		9	38	9	58	174	18		7		14	7	16	20	82	32.	126		48				73		9			
Seymour High School	7	P	235	38	21	19	10	15	37	9	25		12	28	11	81	203	4	6	2		14	11	3	6	46	18.4	162	13	28				43	3				
Sherman High School	7	P	1011	142	74	74	29	54	192	52	97	12	96	85	78	303	915	21	14	12		54	35	12	37	185	16.8	404	202	279	30			95	54	23	13		
Sinton High School	7	P	144	26	6	6	1	3	12		8		6	9	14	22	71					3	4		3	10	12.3	15	30	26						10			
Slaton High School	7	P	317	64	23	21	12	22	32	5	23	6	23	31	14	63	197	21		8		13	5	7	5	59	23.	153		44				56		3			
Snyder High School	7	P	320	68	35	35	11	16	73	5	29	2	48	60	21	140	378	8				12	9	11	5	45	10.6	378						45					
Sour Lake High School	7	P	243	41	18	18	7	14	45	16	20	2	9	42		72	207	5		4		18	6	3	9	45	17.9	195		12				42		3			
Sudan High School	7	P	144	22	10	10	6	9	10		4		13	21	2	44	94	12				6	8	2		28	23.	74		20				8		20			
Sweetwater High School	7	P	486	73	22	22	9	21	48	3	25		28	39	25	83	251	16		3			19	14	15	67	21.1	166		85				61		6			
Sonora High School	7	P	85	14	3	3	2	3	5				2	11	5	11	34	3							1	4	10.5	9		25				1		3			

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YEAR
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STATE
TEXAS (Continued)

NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges: In Southern Association Territory			Outside Southern Association Territory			Semester Hours Failed in Colleges: In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Tahoka High School	7	P	170	24	9	9	3	3	20	2	10		7	16	6	37	98		3					3	6	12	10.9	77		21				6		6			
Taylor High School	7	P	350	55	27	27	12	28	57		23		34	71	23	124	332	18	3	3		34	25		12	95	22.2	299		33				89		6			
Temple High School	7	P	735	134	69	69	18	40	128	69	67		80	97	27	141	609	26	11	11		20	30	3	25	126	17.1	276		333				114		12			
Terrell High School	7	P	338	50	20	20	6	10	50	11	28		13	16	30	101	249	6	3	2		11	4		3	29	10.4	112	16	121				19		10			
Texarkana High School	7	P	711	99	48	48	14	21	137	30	102		78	128	66	94	635	9	9	6		3	22	4	17	70	9.9	19	14	602				16	1	53			
Texas City High School	7	P	154	16	3	2	2	4	3		3			3	3	10	22	3				6	4			13	37.1	22						13					
Thrift Fairview High School	7	P	94	6	4	4	2	6	8		6		3		5	12	34	3		3		6	3		3	18	34.6	25		9						18			
Timson High School	7	P	133	31	17	17	8	12	42	8	11		11	13	11	84	180	10		8		3	7	2	5	35	16.3	147		33				27		8			
Tulia High School	7	P	185	24	14	14	1	2	42		9		27	33	17	97	225					3	1			4	1.7	210			15			4					
Tyler High School	7	P	881	146	68	68	11	12	198	62	81		144	159	48	235	927		3	3		18	9	3		36	3.7	192	15	685	17	18		18		18			
Vernon High School	7	P	535	60	39	39	9	21	96	30	38		50	68	35	202	519	14	3	3		21	12	6	9	68	11.6	371	61	51	13		23	50	3	9	6		
Uvalde High School	7	P	249	44	17	17	10	19	43	13	17		36	24	15	59	207	9	3			15	17	3	14	61	22.8	162		45				32		29			
Victoria Patti Walder H. S.	7	P	260	53	29	4	1	1	10	6		7	9	6	3	15	56						4			4	6.7	38					18	4					
Waco High School	7	P	1885	361	171	171	66	110	372	148	81	17	241	161	73	425	1518	37	22	29		70	106	12	65	341	18.3	1456		45	17			319		22			
Waxahachie High School	7	P	500	63	41	41	7	11	118	27	36		78	83	51	178	571	3	5	15		6	3		3	35	5.8	571						35					
Weslaco High School	7	P	229	35	13	13	2	5	39	9	16			29	12	68	173	3		3		6			2	14	7.5	141	10	22				9		5			
West High School	7	P	115	19	8	8	2	3	19	11	13		8	8	10	38	107					6		5	4	15	12.3	92		15				15					
West Columbia H. S.	7	P	92	19	5	5	2	5	8	3	8		3	10	5	19	56	3				6	12			21	27.3	50	6					21					
Wharton High School	7	P	150	39	16	16	9	18	41	3	18	5	17	43	14	67	202	9		3		21	11	12	5	61	23.2	193	9					58	3				
Whitsboro High School	7	P	159	47	21	16	6	15	34		9		9	10	28	80	170	12		6		3	8		18	47	21.7	155	15					33			14		
Whitewright High School	7	P	175	29	15	12	8	12	29	5	17		9	17	8	39	124	5		3		12	7	6	6	39	23.9	61	33		30			26	13				
Wichita Falls High School	7	P	1423	246	135	135	43	91	383	81	280	5	167	148	60	440	1564	102	28	60		49	54	16	41	350	18.3	567		912	65		20	89		210	46		5
Wortham High School	7	P	141	19	12	12	7	10	22	3	13	2	11	15	10	51	127	7	9			2	2	2	3	25	16.4	112		15				25					
Yoakum High School	7	P	386	70	16	13	7	14	28		9	3	17	21	6	64	148	9			1	9	13		13	45	23.3	148						45					
TOTAL			82012	13670	5953	5749	2307	4119	14098	2960	5859	589	7318	11369	4348	21943	68484	2285	620	1042	40	3139	3054	846	2473	13499		48648	3435	14481	1342	101	477	10593	338	2185	334	7	42

TEXAS—(*Continued*)

YEAR 1928-29 STATE TEXAS (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
PER CENT OF TOTAL																		13.9	13.3	15.1	6.4	30.	21.2	16.3	10.1		16.5	59.3	4.2	17.7	1.6	.1	.6	12.9	.4	2.7	.4	.01	.05

*No Report

VIRGINIA

YEAR. 1928-29 STATE VIRGINIA NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Alexandria																																							
Episcopal High School	7	Pr	214	25	25	25	8	16	48	31	6	11	53	103		53	305	18	3	6			30		6	63	17.1	229		76				57			6		
Alexandria High School	7	P	505	69	21	21	12	24	47	12	33	6	29	56	12	41	236	15		3		12	25	6	20	81	25.6	88		15	115		18	56		1	24		
George Mason High School	8	P	278	16	3	3	0	0	9		9			5		22	45													33	12								
Amherst High School	7	P	139	17	6	5	4	11	9	3	3		6	14	3	14	52	6	3	9		6	3	3	1	31	37.3	52						31					
Appalachia High School	7	P	200	15	6	6	2	3	18	3	7		17	18		33	96					6		3	4	13	11.9	81		15				13					
Bedford																																							
High School	7	F	269	36	12	12	6	10	27	6	15	9	33	32		55	177	9	6			3	5		9	32	15.3	97		58	13		9	15		6	5		6
Randolph-Macon Academy	7	Pr	178	42	24	24	15	35	45	15	20		59	49	6	85	279	29	14			30	37		17	127	31.3	173			90		16	123			4		
Big Stone Gap High School	7	P	136	21	6	6	3	7	15	9	9	3	6	12		20	74	3				3	12	3	1	22	22.9	16	24	34				15	7				
Blackstone High School	7	P	184	23	17	16	8	11	45	12	40	12	36	24	3	49	221	3	9		6	6	8		5	37	14.3	116	26	79				31	6				
Bridgewater High School	7	P	185	41	13	13	7	12	24	27			24	48		35	158	15	3			12	8			38	19.4	158						38					
Bristol																																							
Bristol High School	8	P	385	46	24	21	10	23	53	24	21	9	47	36	9	99	298	10	3	6	6	24	7	3	6	65	17.9	70		179	49					40	25		
Sullins College H. S.	8	Pr	32	12	6	5	3	6	12	9	9	3	7	7	4	9	60	3		6		3			6	18	23.1	36		16	8			12			6		
Virginia Intermont H. S.	8	Pr	69	13	6	6	1	1	18	6	6		3	8	3	39	83								3	3	3.5	16		67						3			
Burkeville High School	7	P	90	13	7	6	3	4	18	9	9	3	9	5	3	29	85					3	7		3	13	13.3	48		37				3		10			
Cape Charles High School	7	P	90	19	8	8	4	8	18	8		8	11	22		28	95	9	3	3	3		6		3	27	20.1	46	21	28				21		6			
Charlottesville																																							
Lane High School	7	P	563	57	26	26	15	23	61	33	24	9	51	70	9	77	334	12	3	9		9	51	9	9	102	23.4	239	31	64				87		15			
Chatham																																							
Hargrave Military Academy	7	Pr	133	29	13	13	11	25	18	6	14		27	10		30	105	21	3	12		12	46		7	101	49.	105						101					
Pittsylvania High School	7	P	152	19	16	16	9	23	24	12	15	3	17	22		92	185	12		3		9	19	6	6	55	22.9	45		140				24		31			
Christchurch School	8	Pr	46	2	1	1	1	1	3				3	5		1	12								3	3	20.	12						3					
Churchland High School	7	P	92	7	5	5	4	9	12		9		2	7		18	48	3	3	6		9	10			31	39.2	17		31				31					
Clintwood																																							
Dickenson Memorial H. S.	7	P	150	23	13	13	2	2	57	9	8	5	13	45		51	188					5	5			10	5.1	51	11	126				10					
Crewe High School	7	P	157	29	12	12	4	6	31	9	25	3	25	31		55	179	11					3		7	21	10.5	88		75		16		1		20			
Culpeper High School	7	P	181	30	11	10	3	5	31	6	12		14	17	6	62	148	2				3	6		5	16	9.8	44	30	74				11	2	2			
Danville																																							

VIRGINIA—*(Continued)*

YEAR 1928-29 STATE VIRGINIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
																												A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Averett Junior Col. H. S.	7	Pr	40	12	9	9	4	9	20	12	10			12	3	54	111		6	6	6	3	3		3	27	19.6	7	18	86				9	9	9			
Danville Military Inst.	7	Pr	110	18	13	13	6	11	35	9	15	8	29	35	19	35	185	3	3			18	6		8	38	17.	185						38					
George Washington H. S.	9	P	720	65	33	33	10	18	78	20	26	6	60	72	3	160	425	9	3	9	3	13	29	9	8	83	16.3	222	73	115	15			73		10			
Randolph-Macon Institute	7	Pr	80	16	10	10	4	6	30	24	18	24	32	12		6	146				6	8				14	8.8	146						14					
Emporia																																							
Greenville County H. S.	7	P	219	36	14	14	12	24	29		15	3	5	38		66	156	18		3	3	19	18		7	68	30.4	39	9	108				28	2	38			
Farmville High School	7	P	104	16	8	8	6	16	15	3	9		11	17	3	24	82	6			5	11	7	3	4	36	30.5	45		37				25		11			
Fentress																																							
Great Bridge H. S.	7	P	75	14	5	5	2	2	15				9	20		31	75			3					4	7	8.5	28		47				7					
Fork Union Military Academy	7	Pr	132	22	10	10	9	17	12	3	9	4	15	29	3	27	102	15		6		6	16	3	11	57	35.9	79			6	17		52			5		
Franklin High School	7	P	148	25	15	15	5	10	37	24	31	3	43	17	9	48	212	9		3		5	11		3	31	12.8	183	6	23				22		9			
Fredericksburg High School	7	P	235	38	26	16	8	15	40	10	6	4	18	23		54	155	14	3	3	3	6	16		5	50	24.4	65	83	7				31	10	9			
Ft. Defiance																																							
Augusta Military Academy	8	Pr	266	42	42	42	29	56	90	24	42	3	74	83	44	106	466	18		23		53	70	30	35	229	32.9	403			63			202			27		
Galax High School	7	P	126	19	10	10	6	6	28	6	17	3	6	30		40	130	3	3		1	8			3	18	12.2	93	11	26				18					
Hampton High School	8	P	521	67	25	25	14	29	65	24	24	12	55	36	15	87	318	18		12	3	16	27		9	85	21.1	178	34	106				40	3	42			
Harrisonburg High School	8	P	279	33	14	14	1	2	33	21	16	7	26	63		44	210						5		1	6	2.8	77		101	16	16		6					
Hickory High School	7	P	75	11	3	3	2	5	3				3	6		19	31	5		4		3			2	14	31.1	8	7	16				10	4				
Holland High School	7	P	114	16	4	4	2	5	6	3	3		3	9		15	39	6		3			17			26	40.	39						26					
Hopewell High School	7	P	371	28	3	3	3	6	6		6		3		3	11	29	3				6		3	6	18	38.3	29						18					
Lawrenceville High School	7	P	·205	20	10	7	4	5	14	3	18		15	3		39	92	9							7	16	14.8			92						16			
Lexington High School	8	P	156	23	11	11	5	6	27	22	19		24	21	12	34	159	6	3	3			8			20	11.2	78		81				11		9			
Lynchburg																																							
E. C. Glass High School	7	P	1873	167	78	78	35	65	198	91	74	48	191	230	33	217	1082	36	10	24	9	37	37	6	40	199	15.5	868	26	145	25	18		156	6	37			
Virginia Episcopal School	8	Pr	138	15	15	15	10	21	34	8	11		42	28	5	28	156	15				9	36	3	30	93	37.4	156						93					
Manassas High School	8	P	215	19	9	4	3	4	12		3		6	14		14	49	3				3	3		3	12	19.7	27		10	12			3		6	3		
The Swavely School-Manassas	8	Pr	63	10	6	6	6	11	9		3		8	16		25	61	9	3			6	12		6	36	37.1	21			40			9			27		
Marion High School	7	P	186	18	6	6	0	0	17	9	3		9	18		38	94												11	83									
Morrison High School	7	P	244	26	7	7	4	6	15	18	9	3	18	17		23	103	6				9			6	21	16.9	90		13				18		3			
Newport News High School	7	P	1065	120	20	27	14	25	70	19	21	3	74	66	3	122	378	12	3	4	10	25	3		19	76	16.7	300		60	12	6		60		6		10	
Norfolk																																							

VIRGINIA—*(Continued)*

YEAR 1928-29 STATE VIRGINIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in College						Semester Hours Failed in College					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Kempsville High School	7	P	96	10	5	5	4	9	5		9		2	10		26	52	9				7			6	22	29.7	12	11	29				3		19			
Maury High School	8	P	1912	298	122	122	43	76	314	78	121	33	325	386	27	472	1756	51	12	6	3	43	69	18	46	248	12.3	1293	16	418	29			203		44	1		
Portlock High School	7	P	95	10	3	3	2	2	10		3		2	11		16	42					3			1	4	8.7		11	14	17					1	3		
Norview High School	7	P	82	9	1	1	1	2	3							4	7			3			5			8	53.3	7						8					
Oceana High School	7	P	141	25	12	9	7	15	16	3	18	3	20	13		37	110	17				5	3	9	6	40	26.7	21		89				16		24			
Petersburg High School	7	P	654	82	45	42	11	16	115	42	50	15	91	112	24	213	662	12		3		8	14		12	49	6.9	463	42	157				29		20			
Portsmouth																																							
Cradock High School	7	P	95	7	3	3	1	1	7				3	8		19	37		3							3	7.5	15	22					3					
Deep Creek High School	7	P	109	10	5	5	[illegible]	3	10		9		14	11		30	74	9								9	10.8	17		57				3		6			
Woodrow Wilson High Sch.	7	P	1305	195	53	50	23	38	132	37	76	24	93	143	6	192	703	32		9		25	19	12	22	119	14.5	337	46	320				67	7	45			
Pulaski High School	7	P	248	40	16	12	11	19	13	4	8		9	25		46	105	19	8	3		11	4		15	60	36.4	45	47	13				40	16	4			
Richmond																																							
Collegiate Sch. for Girls	8	Pr	80	18	8	7	5	7	18	18	18	7	9	12		11	93	6			3	3	7			19	16.9	41	52					7	12				
John Marshall High School	7	P	3407	456	197	191	68	95	512	156	229	113	441	564	82	439	2536	24	3	12	3	69	140	6	37	294	10.4	2035	39	400	62			261	3	30			
St. Christopher's School	8	Pr	100	8	6	6	2	2	18	3	6	11	18	12	3	13	84		5				5			8	8.7	69				15		8					
Varina Agr. High School	7	P	129	15	2	2	1	2	3	3	3		3	9		5	26	5					4			9	25.7	26						9					
Roanoke																																							
Jefferson Senior High Sch	7	P	1379	260	93	93	53	89	196	54	76	8	159	250	24	393	1160	62	25	19	15	62	49	30	46	308	21.	717	121	276	46			197	39	74	8		
Salem High School	7	P	500	75	26	26	15	29	62	18	25	22	31	56	3	84	301	18		10	6	24	16	12	12	98	24.6	182	27	92				98					
Saltville High School	7	P	213	27	8	8	5	9	17		3		16	18		35	89	5				3	11		24	43	32.6	47	9	33				41	2				
South Boston																																							
C. H. Friend High School	7	P	185	31	17	17	5	13	[illegible]	18	22	24	25	23	3	79	233	6	3	6	8	14			3	40	14.7	112		121				35		5			
Staunton																																							
Robert E. Lee H. S.	7	P	299	44	15	15	7	13	42	12	15	14	31	27	12	50	203	3	9			15	11		4	42	17.2	141		62				42					
Staunton Military Academy	8	Pr	650	104	60	60	25	46	157	41	52	13	143	163	42	222	833	21	16	5		25	25	12	35	139	14.3	182			512	23	16	42			83	14	
Suffolk High School	8	P	165	38	16	16	4	5	47	24	22	18	38	44		45	238					12			10	22	8.5	211		16	11			22					
Tazewell High School	7	P	173	26	13	13	8	18	30	8	9		15	20		83	165	17		3		11	12		13	56	25.3	47	20	96			2	22	2	17			15
Troutville High School	7	P	79	7	0																																		
Waynesboro																																							
Fishburne Military School	8	Pr	170	40	29	26	20	46	55	8	32	6	44	42	15	64	266	15	17	28	3	[illegible]	29	28	21	170	39.	183			73	10		123			39	8	
West Point High School	7	P	117	17	5	4	4	6	12	3	6		3	11		6	41			5		3	10	3	1	20	32.8	41						20					

VIRGINIA—(Continued)

57239

YEAR 1928-29 STATE VIRGINIA (Continued) NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
																												In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Whitmell High School	7	P	172	21	8	6	1	2	16		12			11	3	49	91		3			3				6	6.2	42		49				6					
Williamsburg High School	7	P	140	13	7	6	4	6	18	6	9	6	18	10	3	16	86	3		3		3	10		3	22	20.4	86						22					
Winchester																																							
Handley High School	8	P	594	57	14	13	8	13	38	12	30	9	14	30		53	186	6	3		5	3	12		3	32	14.7	69	16	101				20		12			
Shenandoah Valley Acad.	8	Pr	98	10	8	8	3	3	24	6	10	3	21	26	6	19	115					6	6			12	9.4	70			30	15		9			3		
Wise High School	8	P	115	7	5	5	1	1	19	3	3		13	9		25	72						5			5	6.5			72						5			
Woodberry Forest H. S.	7	P	205	29	29	28	10	15	66	60	27	15	71	103	9	41	392	6	6	13		9	22	3		59	13.1	320			72			56			3		
TOTAL			25895	3489	1528	1471	694	1246	3595	1219	1605	559	2943	3720	475	5151	19267	750	201	295	110	815	1100	223	661	4155		12024	900	4718	1428	136	61	3064	120	646	272	32	21
PER CENT OF TOTAL																		17.3	14.2	15.5	16.4	21.7	22.8	31.9	11.4		17.7	51.3	3.8	20.1	6.1	.6	.3	13.1	.5	2.8	1.1	.1	.1
GRAND TOTAL			320538	49067	21463	20692	8050	14406	52606	18487	25467	5444	32355	45607	11240	82346	273552	8235	3462	3841	662	10127	10833	2708	7844	47712		192004	21512	49268	8951	553	1264	37839	2216	6008	1489	55	105
PER CENT OF GRAND TOTAL																		13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7		14.8	59.8	6.7	15.4	2.8	.2	.4	11.8	.6	1.8	.4	.02	.03

In order to give the reader some idea of the size of the secondary schools included in this Report, Table III is presented below:

TABLE III

Showing the size of the Secondary Schools included in this report.

STATE	Number of Schools	Under 100	100-199	200-499	500-999	1,000-1,999	2,000 and Over
Alabama	66	8	19	33	1	3	2
Florida	99	20	28	36	12	3	0
Georgia	100	13	37	35	15	0	0
Kentucky	108	22	45	33	4	4	0
Louisiana	93	16	44	22	7	3	1
Mississippi	55	15	21	17	2	0	0
North Carolina	92	14	28	37	8	5	0
South Carolina	57	5	16	29	5	2	0
Tennessee	81	11	29	31	5	5	0
Texas	190	19	56	69	25	18	3
Virginia	80	18	31	17	8	5	1
Total	1021	161	354	359	92	48	7
Per Cent of Total		15.8	34.7	35.1	9.	4.7	.7

It is evident the secondary schools of the Association are not large. Of 1021 schools, 161, or 15.8 per cent of them, enroll under 100 pupils; 354 schools, or 34.7 per cent of them, enroll between 100 and 199 pupils; 359 schools, or 35.1 per cent of them, enroll between 200 and 499 pupils; 92 schools, or 9 per cent of them, enroll between 500 and 999 pupils; and only 55 schools, or 5.4 per cent of them, enroll over 1000 pupils. In fact, only 7 schools of the entire Association enroll over 2000 pupils.

This report for last year showed there were 5 schools with over 2000 enrollment. The tendency seems distinctly away from the big high school. When the enrollment goes beyond twelve or fifteen hundred, the tendency seems to be to divide the school. Dallas, Texas, is a good illustration of the tendency among the four year high schools. Instead of having one huge plant for several thousand pupils, it has six schools placed strategically over the city with enrollments running from 487 in the smallest to 2033 in the largest. Miami, Florida, is a good illustration of the tendency among southern cities where the Junior High School is found. In this city one large high school of a few years ago has given way to nine junior high schools of grades 7-8-9, and four senior high schools of grades 10-11-13. One of these two principles of development is found in practically every southern city. It is evident that the South does not believe there is any special virtue in the large high school.

In order to give the reader a better idea of this situation, Tables IV and V have been prepared. They give a development of the percentages of schools according to size over an eight year period of growth; also the largest school each year; and the number of schools that enroll over 2000 pupils for these eight years. Tables IV and V follow:

TABLE IV

Showing Size of Schools by Years Since 1921 Included in This Report

YEARS	Number Schools	Under 100	100-199	200-499	500-999	1,000-1,999	Over 2,000
1921-1922	518	13.7	40.6	30.7	10.4	4.6	0.
1922-1923	585	16.2	36.8	30.8	10.	5.	1.2
1923-1924	696	15.1	36.6	32.	10.1	5.	1.2
1924-1925	751	15.8	36.6	31.8	9.2	5.3	1.3
1925-1926	754	17.4	35.6	31.9	8.	5.3	.9
1926-1927	844	17.9	36.7	31.5	9.1	4.5	.3
1927-1928	922	18.	36.	32.	8.5	5.	.5
1928-1929	1021	15.8	34.7	35.1	9.	4.7	.7

TABLE V

Showing Largest Secondary School of the Association and Number of Secondary Schools Enrolling Over 2000 Pupils for a Period of Seven Years

YEAR	Largest School	Number Schools Enrolled Over 2000
1922-23	2850	3
1923-24	3178	7
1924-25	2766	9
1925-26	2741	4
1926-27	2821	3
1927-28	3249	5
1928-29	3407	7

There are five noticeable things about Table IV. They are:

1. The percentage of schools enrolling less than 100 pupils has increased a little all along since 1921-22.
2. The percentage of schools enrolling from 100 to 199 pupils has about remained constant since 1921-22.
3. The percentage of schools enrolling from 200 to 499 pupils has increased considerably since 1921-22.
4. There seems to be a slight decrease in the percentage of schools enrolling 500 to 999 pupils since 1921-22.
5. The percentage of schools enrolling over 1000 pupils has about remained constant since 1921-22.

In order to give the reader a still better general understanding of the report, the four following tables are presented. Table VI shows the total enrollment of all the schools, number graduated, number entered college, number reported on, etc. Table VII shows the percentage of graduates going to college in the fall. Table VIII shows the number of secondary schools built on a seven or an eight grade elementary school; number of public and private schools; and the types of higher institutions where students attend, both inside and out of the Southern Association territory. Table IX shows the percentage of work passed and failed in each type of higher institution. Tables VI, VII, VIII and IX follow:

TABLE VI

Showing Some of the General Features of the Report

STATE	Number of Schools	Total Enrollment	Number Graduated	Numbered Entered College	Number Reported	Number Failed	Number Courses Failed	% Semester Hours Failed
Alabama	66	23257	3388	1366	1345	480	860	12.4
Florida	99	28558	4151	1504	1482	580	1070	14.6
Georgia	100	28108	4437	2068	1892	661	1159	12.8
Kentucky	108	25999	3848	1464	1382	446	771	12.1
Louisiana	93	24428	3535	1439	1407	603	1095	16.1
Mississippi	55	10882	1914	1132	1103	426	761	13.9
North Carolina	92	29842	4079	2106	2057	795	1405	15.1
South Carolina	57	16169	2358	1280	1240	558	1086	17.1
Tennessee	81	25388	4188	1623	1564	500	834	11.3
Texas	190	82012	13670	5953	5749	2307	4119	16.5
Virginia	80	25895	3489	1528	1471	694	1246	17.7
TOTAL	1021	320538	49057	21463	20692	8050	14406	14.8

TABLE VII

Showing the Percentage of Graduates Going to College and the Percentage of Semester Hours Failed by States

STATE	% of Graduates Going to College	State Rank	% Semester Hours Failed	State Rank
Alabama	40.3	8	12.4	3
Florida	36.2	11	14.6	6
Georgia	46.6	4	12.8	4
Kentucky	38.	10	12.1	2
Louisiana	40.7	7	16.1	8
Mississippi	59.1	1	13.9	5
North Carolina	51.6	3	15.1	7
South Carolina	54.3	2	17.1	10
Tennessee	38.8	9	11.3	1
Texas	43.5	6	16.5	9
Virginia	43.8	5	17.7	11
TOTAL	43.8		14.5	

TABLE VIII

Showing Grades in Elementary School; Classification of Institutions of Higher Learning Where Graduates of Secondary Schools Attend; Percentages of Failure by Classes of Higher Institutions; etc.

STATES	No. of Schools	Grades in Elementary School		Type of School		No. Students Reported	Colleges Where Students Attend					
							In Southern Association Territory			Outside Southern Association Territory		
		7	8	Pub.	Pri.		A	B	C	A’	B’	C’
Alabama	66	6	60	55	11	1345	1025	57	241	21	1	0
Florida	99		99	93	6	1482	1116	152	141	64	1	8
Georgia	100	83	17	84	16	1892	1255	234	371	26	1	5
Kentucky	108	1	107	84	24	1382	793	211	189	159	3	27
Louisiana	93	81	12	83	10	1407	1160	58	140	42	3	4
Mississippi	55	0	55	52	3	1103	733	51	294	25	0	0
North Carolina	92	82	10	76	16	2057	1416	184	424	28	4	1
South Carolina	57	56	1	52	5	1240	1027	167	36	10	0	0
Tennessee	81	2	79	53	28	1564	1095	147	236	75	10	1
Texas	190	187	3	175	15	5749	4140	244	1209	115	6	35
Virginia	80	58	22	62	18	1471	908	81	359	108	10	5
TOTAL	1021	556	465	869	152	20692	14668	1586	3640	673	39	86
% of Total Enrollment in Each Type of School		57.9	42.1	93.8	6.2		70.9	7.6	17.6	3.3	.2	.4
% of Semester Hours Failed in Type of Higher Institutions		16.	13.3	14.4	17.9		16.5	9.3	10.9	14.3	9.	7.6
% of Each Type of School Represented		54.5	45.5	85.1	14.9							

TABLE IX

Showing Percentages of Semester Hours Passed and Failed in Higher Institutions Both in and Outside of the Southern Association

	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
	In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
	A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Alabama	65.9	3.1	17.2	1.2	.07		9.9	.6	1.7	.3		
Florida	64.5	9.4	7.6	3.4	.05	.4	11.9	.7	1.5	.5		.05
Georgia	57.2	11.8	16.7	1.	.05	.3	9.8	.7	2.2	.2		
Kentucky	54.6	7.8	13.6	9.8	.08	2.	8.9	.6	1.1			.1
Louisiana	67.2	3.8	10.2	2.4	.1	.3	14.6	.3	.7	.4	.01	
Mississippi	56.8	4.6	22.8	1.8			11.4	.3	2.	.2		
North Carolina	57.5	8.3	17.8	1.1	.1	.03	11.4	1.3	2.2	.2		.01
South Carolina	67.6	11.5	2.7	1.			14.7	2.2	.2	.02		
Tennessee	58.8	9.3	14.9	4.8	.7	.07	9.1	.6	1.1	.5	.05	
Texas	59.3	4.2	17.7	1.6	.1	.6	12.9	.4	2.7	.4	.01	.05
Virginia	51.3	3.8	20.1	6.1	.6	.3	13.1	.5	2.8	1.1	.1	.1
TOTAL	59.8	6.7	15.4	2.8	.2	.4	11.8	.6	1.8	.4	.02	.03

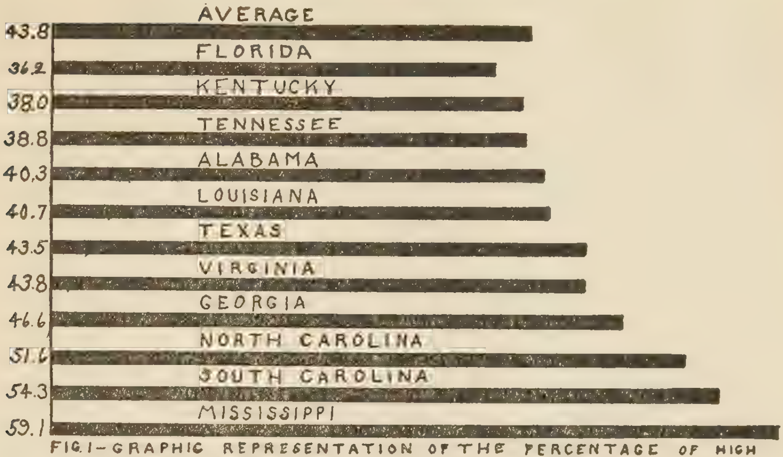

FIG. 1—GRAPHIC REPRESENTATION OF THE PERCENTAGE OF HIGH SCHOOL GRADUATES THAT GO TO COLLEGE

Table VII shows that the percentage of high school graduates going to college ranges from 36.2 per cent in Florida to 59.1 per cent in Mississippi. In general the states that show a large percentage of graduates going to college also show a large percentage of failures, and vice versa. The coefficient of correlation between the two is —0.46.

The above statement raises numerous questions, such as: Is the percentage of graduates going to college influenced by: (1) the size of the secondary schools; (2) the occupational life of the community; (3) the proximity of some institutions of higher learning; (4) the number of higher institutions in the State; (5) the efficiency of the secondary schools; (6) the curriculum of the secondary schools, etc. The answer to these and other questions would throw much light on the question of going to college.

In order to see what influence the size of the secondary school has upon the percentage of graduates that go to college, Table X is presented:

TABLE X

Showing Percentage of High School Graduates Entering College from Various Size High Schools

Enrollment	Number Graduates	Number Entered College	Per Cent Entered College
Under 100	2068	1022	49.4
100-199	8754	4026	46.
200-499	16255	7113	43.8
500-999	8901	4057	45.6
Over 1000	13079	5245	40.1
TOTAL	49057	21463	43.8

From Table X it seems that about 25 per cent more graduates from secondary schools enrolling under 100 go to college than from high schools enrolling over 1000. This is true, perhaps, because of the narrow, prescribed, college preparatory type of curriculum found in small schools. The absence of commercial, industrial, and other forms of vocational training of the small high school rather limits the occupational outlook and opportunity of its graduates. Hence college attendance is the expected result.

Table VIII shows that only 3.9 per cent of all the high school graduates went to college outside of the Southern Association territory; and that 70.9 per cent of them are attending higher institutions that are members of the Southern Association.

It shows also that 54.5 per cent of the secondary schools accredited by the Association are built on a 7-grade elementary school and enroll 57.9 per cent of all the pupils. Again it shows that 17.9 per cent of all the secondary schools accredited by the Association are private, and enroll 6.2 per cent of all the pupils. In the last place, the attention of the reader is called to the fact that the percentage of failures in higher institutions that are members of the Association is much greater than in other institutions.

Table XI, below, shows a still further summary of the report. It gives data on public and private secondary schools; secondary schools built on a 7 and 8-grade elementary school; failures by size of secondary schools, etc. Table XI follows:

TABLE XI

Showing a Summary of the Study

	Number Schools	Total Enrollment	Number Graduates	Number Entering College	Number Reported	Number Failed	Number Courses Failed	% Semester Hours Failed
Grand Total	1021	320538	49057	21463	20692	8050	14406	14.8
I. Type Secondary School								
(a) Public	863	300527	45282	19218	18523	7136	12695	14.4
(b) Private	158	20011	3775	2245	2169	914	1711	17.9
II. Grades in Ele. School								
(a) Seven	557	185729	28385	12716	12282	5004	8996	16.
(b) Eight	464	134809	20672	8747	8410	3046	5410	13.3
III. Schools Classified as to Enrollment								
(a) Under 100	161	11859	2068	1022	954	377	708	15.4
(b) 100 to 199	354	51694	8754	4026	3810	1596	2900	16.1
(c) 200 to 499	359	107618	16255	7113	6814	2683	4888	15.2
(d) 500 to 1000	92	63908	8901	4057	3944	1356	2357	12.7
(e) Over 1000	55	85459	13079	5245	5170	2038	3553	15.
IV. Schools Classified in Other Groups								
(a) Small Schools Under 200	515	63553	10822	5048	4764	1973	3608	16.
(b) Medium Sized H. S. 200 to 499	359	107618	16255	7113	6814	2683	4888	15.2
(c) Large High Schools Over 500	147	149367	21980	9302	9114	3394	5910	14.

In order to make the study as helpful as possible, the three comparisons made in the last seven reports are continued this year. They are as follows:

1. How do graduates of private secondary schools succeed in college as compared with graduates of public secondary schools?
2. How do graduates of secondary schools built on a seven-grade elementary school succeed in college as compared with graduates of secondary schools built on an eight-grade elementary school?
3. Does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college?

To answer the first two of the queries, Table XII has been prepared. It follows:

TABLE XII

Showing a Comparison of the Percentages of Courses Failed in High Schools Built on a 7 and 8-Grade Elementary School; Also Between Public and Private Secondary Schools

	Grades in Elementary School		Type in Secondary School	
Years	7-Grade	8-Grade	Public	Private
1921-1922	12.8	12.2	11.9	17.
1922-1923	12.5	9.8	10.9	15.5
1923-1924	13.2	11.4	12.2	15.4
1924-1925	14.3	13.5	13.7	15.9
1925-1926	12.9	14.5	13.2	15.4
1926-1927	14.8	12.5	14.1	19.5
1927-1928	15.5	13.	14.2	16.9
1928-1929	16.	13.3	14.4	17.9
Arithmetic Average	14.	12.5	13.1	16.7

Although there is some fluctuation from year to year, the general ratio of failures between public and private schools remains nearly constant. It is approximately the ratio of 12 to 16 over a period of eight years in favor of the public schools.

The percentage of failures in high schools built on a seven-grade elementary school for 1928-29 is 2.7 per cent more than in high schools built on an eight-grade elementary school. Relatively expressed, this means that failures in high schools built on a seven-grade elementary school are 17 per cent higher than in high schools built on an eight-grade elementary school. When we consider this proposition over an eight-year period, the advantage is not so great for the seven-grade school. Here the percentage of failure is 10.7 per cent more over this period. It is interesting to note that the advantage of the eight-grade school is more noticeable in the last three years than previous to that. When all is said, one cannot help raising the question as to whether the eight grades are justifiable when measured by this standard.

The rise of the Junior High School is going to influence the grade arrangement in the near future. In the states with the 8-4 plan of organization the junior high school will produce the 6-3-3- school, while the results will vary in the 7-4 plans of organization.

For example, in Alabama, which is largely a 7-4 State, the tendency seems to be to insert another grade in the junior high school level and thus have the 6-3-3 plan. In Houston, Texas, another 7-4 organization, the junior high school is resulting in a 5-3-3 organization. It is the hope of the writer that soon the effect of the Junior High School organization can be studied in this report.

To answer the third of these queries raised above, namely, does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college, Table XIII has been prepared. The question is often asked, what is the most efficient size of high school? Many educators feel that the small high school with opportunity for personal touch is best; while others feel that the large cosmopolitan high school stands first. It is the purpose of Table XIII below to see objectively which is best, if judged by the way the graduates succeed in college. Table XIII follows:

TABLE XIII

Showing Percentages of Failures According to Various Sized High Schools

	1921 1922	1922 1923	1923 1924	1924 1925	1925 1926	1926 1927	1927 1928	1928 1929	Arith-metical Average
Below 100	12.	11.5	12.	15.9	15.1	14.4	12.6	15.4	13.6
100 to 199	13.3	14.1	13.2	14.8	13.	16.2	15.6	16.1	14.5
200 to 499	11.	10.5	12.8	15.1	14.7	14.9	14.6	15.2	13.6
500 to 999	13.	12.3	11.2	12.9	12.8	13.5	13.5	12.7	12.7
Over 1000	14.	10.6	12.7	12.5	12.5	14.5	14.3	15.	13.3
I. Small H. S. Under 200	13.1	12.6	12.9	15.	13.4	15.7	15.3	16.	14.3
II. Medium H. S. 200 to 499	11.	10.5	12.8	15.1	14.7	15.3	14.6	15.2	13.7
III. Large H. S. 500 and Over	13.6	14.4	12.1	12.7	12.6	14.1	14.	14.	13.4

A study of Table XIII shows that for 1928-29 the fewest failures are in high schools enrolling from 500 to 999 pupils. The next fewest failures are in the high schools enrolling over 1,000. The advantages this year are in favor of the large high school.

If we take an average for eight years the advantage is still in favor of the large high school enrolling over 500. However, the advantages are rather small, namely, .3 per cent over the medium high school and .9 per cent over the small high school. These differences are rather unimportant.

TABLE XIV

Showing Percentages of Semester Hours of Freshman Failures in Certain Subjects Classified By States. Fall 1928-29.

STATE	English	French	History	Latin	Math- ematics	Science	Spanish	Other Subjects	Pct. of Semester Hours Failed	Rank
Alabama	10.8	15.	7.7	7.4	21.1	13.7	23.2	8.7	12.4	3
Florida	18.1	15.8	12.5	10.6	24.1	16.6	21.6	7.6	14.6	6
Georgia	12.	13.2	11.5	5.4	21.1	17.4	24.5	7.	12.8	4
Kentucky	12.2	8.	15.1	13.1	18.7	16.2	13.7	6.9	12.1	2
Louisiana	12.7	20.1	12.7	16.4	26.3	20.6	21.5	9.2	16.1	8
Mississippi	11.	19.3	1.6	9.1	22.1	17.4	15.3	7.4	13.9	5
North Carolina	13.	18.1	11.5	13.7	23.3	19.4	24.9	8.8	15.1	7
South Carolina	17.8	21.4	15.6	14.4	20.6	23.3	27.9	7.6	17.1	10
Tennessee	9.7	9.1	9.9	5.7	18.4	15.8	11.9	7.5	11.3	1
Texas	13.9	17.3	15.1	6.4	30.	21.2	16.3	10.1	16.5	9
Virginia	17.3	14.2	15.5	16.4	21.7	22.8	31.9	11.4	17.7	11
Per Cent of Total	13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7	14.8	

Table XIV above gives the failures for certain subjects by States. It also gives totals showing the whole amount of failures by subjects for the whole Association.

TABLE XV

Showing Comparative Rank of Each State Over an Eight-Year Period of Failures

STATE	% Courses Failed 1921 - 1922	State Rank	% Courses Failed 1922 - 1923	State Rank	% Courses Failed 1923 - 1924	State Rank	% Courses Failed 1924 - 1925	State Rank	% Courses Failed 1925 - 1926	State Rank	% Courses Failed 1926 - 1927	State Rank	% Courses Failed 1927 - 1928	State Rank	% Courses Failed 1928 - 1929	State Rank	% Courses Failed Average 8-years	State Rank
Alabama	15.1	10	11.1	7	12.2	3	11.2	2	11.8	2	14.8	5	15.4	8	12.4	3	13.	4
Florida	9.1	2	7.7	1	10.3	4	14.8	11	13.9	6	13.	2	11.	1	14.6	6	11.8	2
Georgia	13.1	6	15.9	11	13.8	11	14.5	8	15.6	10	13.3	3	13.	5	12.8	4	14.	5
Kentucky	11.8	3	**	—	9.3	2	10.7	1	9.9	1	13.6	4	11.4	2	12.1	2	11.2	1
Louisiana	17.	11	10.8	5	13.3	10	12.7	3	15.3	8	16.4	11	14.9	6	16.1	8	14.6	9
Mississippi	18.8	12	15.9	12	15.2	13	13.5	5	13.8	5	11.9	1	11.7	3	13.9	5	14.4	7
North Carolina	14.1	8	14.3	9	12.2	6	14.6	9	17.4	11	15.4	8	15.8	9	15.1	7	14.9	10
South Carolina	11.9	4	15.8	10	12.5	7	14.1	7	14.6	7	16.1	10	17.2	11	17.1	10	15.2	11
Tennessee	7.4	1	13.7	8	12.1	5	13.9	6	12.9	3	14.9	6	12.9	4	11.3	1	12.4	3
Texas	13.1	7	10.2	4	12.8	8	14.7	10	13.4	4	15.5	9	16.2	10	16.5	9	14.1	6
Virginia	12.2	5	11.	6	14.4	12	14.9	12	15.4	9	15.	7	15.	7	17.7	11	14.5	8
TOTAL	12.6	—	11.4	—	12.6	—	13.8	—	14.	—	14.7	—	14.5	—	14.8	—	13.6	—

Table XV gives the failures over a period of eight years and the rank of each State each year.

Table XIV shows failures are about the same for all the subjects except mathematics, Spanish and science. In these the failures are from fifty to one hundred per cent higher than in other subjects. Failures in mathematics are the highest with 23.8 per cent.

For several years Mississippi ranked lowest; but measured on an eight-year average it has seventh place. Last year it had third place; and this year it has fifth.

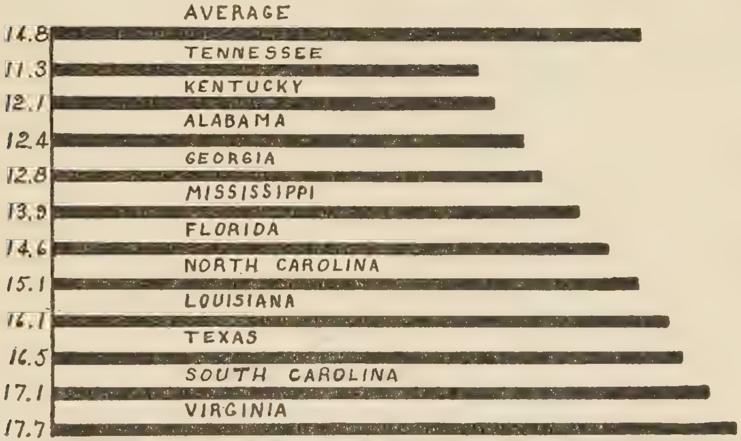

FIG. 2—SHOWING GRAPHICALLY THE PERCENTAGES OF SEMESTER HOURS OF FRESHMAN FAILURES IN CERTAIN SUBJECTS CLASSIFIED BY STATES FALL 1928-29

SUMMARY OF FAILURES IN SECONDARY SCHOOLS

The following conclusions may be drawn from these data:

1. That 54.5 per cent of these secondary schools are part of a 11 grade system, and enroll 57.9 per cent of the pupils.

2. That 45.5 per cent of these secondary schools are part of a 12 grade system and enroll 42.1 per cent of the pupils.

3. That 14.9 per cent of these secondary schools are private and enroll 6.2 per cent of the pupils.

4. That 85.1 per cent of these secondary schools are public and enroll 93.8 per cent of the pupils.

5. That only 3.9 per cent of the graduates of these secondary schools go to colleges outside the Southern Association territory.

6. That apprximately eight-tenths, 78.5 per cent, of the graduates of these secondary schools attend either institutions that are members of the Southern Association or institutions on the "four-year non-member list".

7. That over one-sixth, 17.6 per cent, of the graduates of these secondary schools attend higher institutions that have no rating of any kind in the Southern Association.

8. That failures are much higher for the institutions that are members of the Southern Association than for any other type of group.

9. The size of the high school a pupil graduates from has very little influence upon his success in college. Over a period of eight years the small high school enrolling under 200 failed 16. per cent; the medium sized high school enrolling between 200 and 499 failed 15.2 per cent; and the large high school enrolling over 500 failed 14. per cent of the work. There is a slight difference in favor of the large high school, but not enough difference to be of any importance. The schools enrolling 500 to 1,000 pupils have the fewest failures, and the schools enrolling between 100 and 199 have the most failures. On an eight year average the small high school enrolling under 200 pupils fails 14.3 per cent and the medium size and large high schools fail 13.7 per cent and 13.4 per cent respectively. The difference is not important.

10. Over an eight year period the failures in a seven grade system are 1.5 per cent more than an eight grade system. For the year 1928-29 the failures are 2.7 per cent more. During the last three years the advantage seems to be drifting to the eight-grade system.

11. The failures for the public high school for this report are 14.4 per cent and 17.9 per cent for the private secondary school. Over an eight year period the percentage of semester hours failed is 16.7 per cent for the private secondary schools and 13.1 per cent for the public high schools.

12. That for the year 1928-29 Tennessee ranks first with the fewest percentage of failures, and Virginia ranks last with the greatest.

13. That there has been no appreciable tendency in the increase in the size of the secondary schools accredited by the Association in the last eight years.

14. That mathematics has the greatest percentage of failures, 23.8 per cent, and other subjects have the least, with 8.7 per cent failures. Mathematics is followed by Spanish with 19.4 per cent failures and science with 19.2 per cent.

15. That practically 25 per cent more graduates attend college from high schools enrolling under 100 pupils than from high schools enrolling over 1,000 pupils.

PART II.

Failures in Higher Institutions

The last five of the reports on College Freshman Grades have studied failures in Colleges. The report of 1926 carried this statement as to why the failures in colleges were included in this report:

> "For several years the secondary school men have been suggesting that a study be made of failures in higher institutions. Many of them have insisted that their reports depended very largely upon the particular higher institutions their graduates attended. Many have gone so far as to insist that if they had it in their power to select the higher institutions their graduates attended, they could practically eliminate their percentage of failures. They contended that there is practically no uniformity of grading among higher institutions and consequently that a criticism of the secondary school upon its failures is in many cases unfair."

The four preceding reports have proven so fruitful and interesting that this report also embraces the higher institutions.

I. For purposes of comparative study the higher institutions are grouped as follows:

1. All Universities irrespective of classification.
2. All Schools of Technology irrespective of classification.
3. All Teacher Training Institutions irrespective of classification.
4. All Colleges irrespective of classification.

II. For purposes of showing the rating of each higher institution the following is used:

A. Member Colleges and Universities, members of Association.

B. Four-Year Non-Member Colleges listed by Association.

C. All other two, three, or four year colleges and universities that are not included in A or B above.

A'. All higher institutions outside of the Southern Association territory that are accredited by some regional standardizing agency.

B'. All higher institutions outside of Southern Association territory that correspond to the "Four Year Non-Member List" of the Southern Association.

C'. All other higher institutions outside the Southern Association not included in A' or B' above.

Only totals are given for A', B'. C'. This is necessitated in order to save printing costs. States are ignored and higher institutions are alphabetized under each group.

Table XVI carrying the data by institutions of higher learning follows:

TABLE XVI.

Showing Semester Hours Passed and Failed in Higher Institutions. Fall Semester, 1928-29

52239

YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
I. UNIVERSITIES																											
Alabama, University of	A	2224	285	163	57.2	326	22.9	638	234	192	12	450	447	252	1494	3719	218	42	30		334	92	84	266	1066	4785	22.3
Baylor University	A		246	92	37.4	123	10.	447	246	111	24	198	183	123	519	1851	75	15	34	3	51	75	12	77	342	2193	15.6
Chattanooga, University of	A		71	26	36.6	47	13.2	185	117	90	41	99	153	80	176	941	27	29	15	12	18	45	14	22	182	1123	16.2
Cumberland University	C		9	1	11.1	1	2.2	27	6	27	3	20	8		46	137					4				4	141	2.8
Duke University	A		134	93	69.4	156	23.3	540	282	267	64	502	543	15	868	3081	147	39	21	2	96	79		113	497	3578	13.9
Emory University	A	1170	147	47	32.	75	10.2	150	195	144	18	90	357	30	136	1120	27	54	6		33	51		21	192	1312	14.6
Florida, University of	A		537	332	61.8	648	24.1	1217	192	564	60	738	1313	360	2845	7289	577	153	189	18	354	323	180	423	2217	9506	23.3
Furman University	A		58	26	44.8	69	23.8	141	66	12		117	199	6	218	759	33	45	3		42	48	16	26	213	972	21.9
Georgia, University of	A		200	83	41.5	160	16.	507	225	375	87	335	610	4	754	2897	69	45	54	3	104	246		55	576	3473	16.6
Johns Hopkins University	A		4	2	50.	3	15.	13	7	8	3	8	8	3	3	53		4	3					2	9	62	14.5
Kentucky, University of	A	2456	251	116	46.2	238	19.	558	96	117	14	422	778	45	1550	3580	194		36	5	180	313	18	155	901	4481	20.1
Lincoln Memorial University	B	265	29	1	3.4	1	.7	109	19	83	3	32	30	8	159	443					4				4	447	.9
Louisiana State University	A		239	108	45.2	193	16.2	594	333	276	21	565	863	81	692	3425	120	24	66	3	155	131	39	122	660	4085	13.7
University of Louisville	A		163	52	31.9	99	12.1	375	183	276	18	328	610	102	267	2159	90	24	30	3	57	74	12	59	349	2508	13.5
Loyola University	B	480	52	14	26.9	21	8.	154	14	16	56	39	187	18	364	848	4		3	14	13	15		19	68	916	7.4
Mercer University	A		64	24	37.5	47	39.2	156	38	90	14	75	155	33	284	845	36	9	27		25	15	12	20	144	989	14.6
Miami, University of	C		35	12	34.3	20	12.	100	39	37	3	45	57	12	178	471	4		8			4	15	47	78	549	14.2
Mississippi, University of	A	1163	120	55	45.8	108	18.	255	75	204	15	207	304	60	554	1674	99	12	45	9	83	36	6	55	345	2019	17.1
North Carolina, Univ. of	A	2750	294	133	45.2	217	14.8	618	500	570	80	750	653	176	125	3472	140	195	140	20	210	180	120	62	1067	4539	23.5
Oglethorpe University	C		51	27	52.9	43	16.9	144	51	84	3	33	27	18	369	729	12	3	15	3	3	27	15	63	141	870	16.2
Richmond, University of	A		127	62	48.8	101	15.9	354	156	240	93	264	288	57	164	1616	33	18	24	6	99	180	6	20	386	2002.	19.2
St. Mary's Univ. (Texas)	C	214	11	3	27.3	5	9.1	30	3	12		36	48	3	30	162			3			4	3	6	16	178	9.
St. Edward's Univ. (Texas)	C		16	10	62.5	14	17.5	39	6	18	6	27	25	3	125	249	3	3			6	35	6	6	59	308	19.1

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
I. UNIVERSITIES																											
Simmons University	A		104	44	42.3	72	13.8	164	28	92	15	128	66	54	340	887	38	4	12		14	22	26	48	164	1051	15.6
University of the South	A		46	25	54.3	36	15.7	102	49	9	4	78	64	91	187	584	30	13	3	4	24	28		20	122	706	17.3
South Carolina, Univ. of	A	1637	151	85	56.3	160	21.2	425	156	225	66	351	374	48	409	2054	51	72	51	6	120	171	48	3	522	2576	20.3
Southwestern Univ. (Tenn.)	A	449	103	32	31.1	42	8.2	289	134	271	60	114	80	59	366	1373	9	9	9		57	14	9	21	128	1501	8.5
Southwestern Univ. (Texas)	A		49	21	42.9	43	17.5	84	40	77	5	55	50	100	141	552	18	5	12		5	50	45	31	166	718	23.1
Southern Methodist Univ.	A	2000	363	160	44.1	293	16.1	855	210	402	51	456	961	198	1279	4412	222	63	96		255	145	48	72	901	5313	17.
Stetson University	B	517	53	9	17.	17	6.4	260	55	50	65	55	50	20	257	812	10		5	5	20	10	5	27	82	894	9.2
Tennessee, University of	A	2224	372	188	50.5	315	16.9	942	223	564	6	634	1116	237	1092	4814	162	36	108		263	319	45	171	1104	5918	18.7
Texas, University of	A	5848	727	396	54.5	781	21.5	1601	315	891	103	927	2037	513	1481	7868	522	108	237	13	554	590	168	268	2460	10328	23.8
Texas Christian University	A		247	127	51.4	238	19.3	573	159	207	9	282	535	231	906	2902	159	75	33		243	72	42	138	762	3664	20.8
Trinity University (Texas)	A		89	20	22.5	28	6.3	258	72	108		168	108	135	390	1239	6	3	36		6	6	9	9	75	1314	5.7
Tulane University	A		360	216	60.	459	25.5	855	351	393	219	549	762	200	913	4242	216	198	60	54	294	483	94	235	1634	5876	27.8
Union University (Tenn.)	B	512	12	3	25.	5	8.3	33	24	3	3	24	12	6	62	167					8	7		2	17	184	9.2
Vanderbilt University	A		189	54	28.5	91	9.6	350	165	54	110	342	503	82	245	1851	24	18	8	6	63	39	4	35	197	2048	9.6
Virginia, University of	A		160	93	58.1	196	24.5	310	62	24	27	235	626	37	239	1560	91	25	29	3	122	378	57	97	802	2362	33.5
West Virginia, Univ. of	A		3	2	66.7	5	33.3	7	5	2			8		6	28	8	3			5	4			20	48	41.7
Washington & Lee University	A	929	82	45	54.9	98	23.9	213	57	177	6	155	314	95	110	1127	33	15	33		84	40	39	31	275	1402	19.6
(40) TOTAL			6253	3002		5594		14672	5188	7362	1387	9933	15512	3595	20343	77992	3507	1361	1484	192	4008	4351	1197	2847	18947	96939	
PER CENT OF TOTAL					48.		17.9										19.3	20.8	16.8	12.2	28.7	21.9	25.	12.3			19.5

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION II. COLLEGES	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Abilene Christian College	B		81	17	21.	19	4.7	240		117	40	60	56	130	565	1208	6		2		30	20	10	18	86	1294	6.6
Agnes Scott College	A	457	91	46	50.5	102	22.4	225	192	87	186	177	144	21	13	1045	45	39	15	47	75	36	18		275	1320	20.8
Alabama College (Montevallo	A	784	92	33	35.9	55	12.	160	46	78	6	76	145	36	375	922	26	16	6	4	13	23	6	21	115	1037	11.1
Alabama Womans College	A	429	73	17	23.3	25	6.8	210	96	153	24	69		30	397	979	6	21			24		12	19	82	1061	7.7
All Saints Junior College	C	34	16	6	37.5	8	10.	45	30	42	6	18	6	12	57	216	3	3	3					15	24	240	10.
Anderson College	C		9	2	22.2	2	4.3	24	15	18		15	11		47	130								7	7	137	5.1
Asbury College	B	597	37	12	32.4	20	10.8	84	21	42	6	12	84	48	191	488	18	3	6		3	12	3	24	69	557	12.4
Col. of City of Asheville	C		46	30	65.2	59	25.7	117	85	90		87	69		24	472	12	39	42		19	53		32	197	669	29.4
Athens College	B	174	24	5	20.8	5	4.2	50	16	27	10	40	29	20	40	232		2	2		6		2		12	244	4.9
Atlantic Christian College	C	210	21	6	28.6	7	6.7	63	21	27		30	45	6	109	301			3		12			3	18	319	5.6
Augusta Junior College	C	175	67	23	34.3	42	12.5	177	114	147	18	152	195		87	890	24	18	18	6	30	48		9	153	1043	14.6
Austin College	B		44	20	45.5	30	13.6	129	36	48	15	87	24	39	166	544	3		9		33	28	12	15	100	644	15.5
Averett College	C	95	24	6	25.	7	5.8	48	27	21	9	8	25	9	207	354		3	6		8	5		3	25	379	6.6
Baylor College	A		209	41	19.6	50	4.8	659	105	259	25	210	230	242	982	2712	75	30	35		20	40	25	31	256	2968	8.6
Belhaven College	B		29	4	13.8	9	6.2	113	33	40	26	27	50	15	165	469	3	3	3	4	3		3	6	25	494	5.1
Belmont Abbey	C		3	0				12		2		15	10		7	46										46	0.
Berea College	A	439	45	17	37.8	24	10.7	96	173	96		28	183		248	824	8	4	9			27		17	65	889	7.4
Berry College	C		20	8	40.	9	9.	60	15		6	30	44	21	162	338						15	4	9	28	366	7.6
Bessie Tift College	B		27	5	18.5	7	5.2	75	45	21		45	60	30	81	357	3	3			9	3	3		21	378	5.6
Bethel College (Russellville	C		9	0				27	30	9		21	25		21	133										133	0.
Bethel Col. (Hopkinsville)	C		18	3	16.7	5	5.6	54	38	12	15	50	64		67	300		3			6	4		1	14	314	4.5
Bethel College (Tenn.)	C		6	1	16.7	1	3.3	12	6	6	2	10	14		11	61						3			3	64	4.7
Birmingham-Southern College	A	984	192	62	32.3	136	14.2	657	198	537	27	399	558	120	214	2710	45	57	63		81	102	34	30	412	3122	13.2

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION II. COLLEGES	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Blackstone College	C	84	8	0				21	6	21	6	8	3	6	48	119										119	0.
Blinn Memorial College	C		13	3	23.1	4	6.2	33		27		30	26	18	27	161	6				6				12	173	6.9
Blue Mountain College	A		14	2	14.3	2	2.9	42	37	27		3	26	11	90	236			3			2			5	241	2.1
Bob Jones College	C		15	8	53.3	11	14.7	39	9	21	3	27	7	24	72	202				3	15	12	3	15	48	250	19.2
Boiling Springs College	C		41	9	22.	11	5.4	114	51	102	53	75	90		94	579	6	3				25	10	3	47	626	7.5
Bowden College	C	88	7	0				16	2	10	2	10	12		32	84										84	0.
Brenau College	B		97	27	27.8	42	8.7	273	130	202	22	69	108	48	519	1371	6	9	12		12	45		40	124	1495	8.3
Bridgewater College	A		20	9	45.	14	14.	42	39			45	76		60	262	18	3			15	8			44	306	14.4
Brownsville College	C		45	6	13.3	9	4.	132	30	87	3	93	66	72	96	579	3		3	3	9	6		3	27	606	4.5
Buncombe Junior College	C		33	7	21.2	11	6.7	93	48	81	3	63	24	12	152	476			6			16	15		37	513	7.2
Burke County Junior College	C		20	10	50.	14	14.	39	57	57		45	80			278	21	3	3		15				42	320	13.1
Campbell Junior College	C	174	9	5	55.5	13	28.9	18	15	21	3	12	12		20	101	9	6	3		9	17			44	145	30.3
Campbellsville College	C		10	2	20.	2	4.	27	24	21		27	12		41	152	3	3							6	158	3.8
Caney Junior College	C	41	20	11	55.	16	16.	60	21	24	15	12	40		106	278	3	3	18		15	12			51	329	15.8
Carr Burdette College	C		9	0				27		30		9		21	42	129										129	0.
Carson Newman College	A		18	4	22.2	9	10.	39	9	36	12	9	36	6	96	243	9	3	3		3		6	3	27	270	10.
Catawba College	B		62	27	43.5	59	19.	132	84	129	12	51	172	27	262	862	45	27			12	64		60	208	1077	19.3
Centenary College (Tenn.)	C	50	9	0	0	0	0	24	15	9	3	3	16	6	30	106									0	106	0.
Centenary College (La.)	A	684	78	32	41.	57	14.6	201	135	78	9	153	345	75	137	1133	24	24		3	63	55	18	9	196	1329	14.7
Centre College	A		51	18	35.3	46	18.	135	93	69	6	69	176	9	138	695	21	24	27	3	27	28	9	6	145	840	17.3
College of Charleston	A		37	26	70.3	60	30.3	54	24	27	20	57	147	45	22	396	57	6	12	4	36	80	9	16	220	616	35.7
Chicora College	B		15	7	46.7	14	18.7	27	39		12	18	6		101	203	21	6				12		4	43	246	17.5
Chowan College	C		4	0	0	0	0	12	9	12		12			18	63										63	0.

TABLE XVI.—(Continued)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
II. COLLEGES								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
The Citadel	A		164	68	41.5	211	25.6	384	405	399		576	324		459	2547	108	87	93		240	168		53	749	3296	22.7
Clarenden College	C		19	10	52.6	18	18.9	42	6	27		30	3	27	78	213	15		9		3	3	6	21	57	270	21.1
Coker College	A		43	17	39.5	36	16.7	105	27	111	66	72	81	9	50	521	18	9	18	12	30	9	9	2	107	628	17.
Columbia College	B		27	10	37.	10	7.4	84	57	21	18	60	12		102	354		21		3		3		3	30	384	7.8
Converse College	A		81	44	54.3	87	21.5	161	157	18	72	135	126	27	364	1060	34	57	3	45	54	24		11	228	1288	17.7
Cumberland College	C		18	13	72.2	19	21.1	48	42	42		6	39		36	213	18	6	6		6	26			62	275	22.5
Daniel Baker College	B		43	0	0	0	0	117	12	18	9	54	51	39	324	624										624	0.
Davenport College	C		30	8	26.7	14	9.3	48	27	63		15	18	45	239	455	18	3	6			9	3	3	42	497	8.5
David Lipscomb College	C		25	4	16.	5	4.	92	16	32	12	40	28		112	332	4			4	4			8	20	352	5.7
Davidson College	A	611	117	39	33.3	66	11.3	333	156	117	54	285	143	78	644	1810	15	21			63		30	82	211	2021	10.4
Dodd College	C		17	2	11.8	2	2.4	51	21	45	6	33	42	3	57	258						6			6	264	2.3
Junior College of Edinburg	C	201	53	32	60.4	74	27.9	99	12	72	6	42	49	63	199	542	60	12	36		27	40	12	59	246	788	31.2
Elon College	A		18	3	16.7	7	7.8	51	15	6		27	45	15	96	255	6	3				3		12	24	279	8.7
Emory & Henry College	A		14	6	42.9	10	14.3	55	25	10		45	10		15	160	15	15			15	5			50	210	23.8
Emory Junior College	C	50	23	7	30.4	11	9.6	45	60	20		25	110		30	290	15	10	5		5	5		15	55	345	15.9
Erskine College	A		40	16	40.	25	12.5	114	81	73	15	96	133	12	128	652	6	12	6		21	23		11	79	731	10.8
Flora McDonald College	C		29	10	34.5	16	11.	84	78	38	39	36	15		127	417	3	3	5	3	24	6		6	50	467	10.7
Florida State College	A		407	96	23.6	150	7.4	1125	468	660	118	180	769	313	2623	6256	90	21	87		15	84	84	68	449	6705	6.7
Freed-Hardeman College	C		11	0	0	0	0	33	6	27		24	9	3	57	159										159	0.
Gainesville Junior College	C		38	13	34.2	17	8.9	111		57		42	66	9	159	444	3		6		3	3		45	60	504	11.9
Georgetown College	A		32	9	28.1	12	7.5	105	57	54	3	69	99	18	33	438	3	6			15	6	6		36	474	7.6
Ga. State Col. for Women	A		202	31	15.3	35	3.1	433	100	39	36	14	478	47	2031	3178	6				3	80		52	141	3319	4.2
Ga. State Woman's College	B	307	54	9	16.7	13	4.8	162	54	78	15	6	99		424	838			6			15		18	39	877	4.4

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION II. COLLEGES	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Semester Hours Failed in English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
Gordon Junior College	C		15	2	13.3	4	5.3	39	6	36	24	33	33	12	30	213	3		3			6			12	225	5.4
Goucher College	A	979	31	3	9.7	4	2.6	93	81	90	24	18	84	24	36	450			3			6		3	12	462	2.6
Greensboro College	A		38	12	31.6	25	13.2	93	57	48	3	72	108	45	120	546	21	3	15		27	12	3		81	627	12.9
Greenville Woman's College	B	438	37	16	43.2	36	19.5	78	81		24	60	63		183	489	33	27		3	15	15		7	100	589	17.
Grenada College	B		22	6	27.3	7	6.4	66	19	51	20	37	34	25	97	349		6	3		3				12	361	3.3
Guilford College	A	305	11	6	54.5	10	18.2	33	21	15		24	29	10	18	150		3			9	12		2	26	176	14.8
Gulf Park College	C	160	30	1	3.3	1	.7	120	54	75	3	15		33	164	464			3						3	467	.6
Hamilton College	C		7	0	0	0	0	21	21	18		6	15		20	101										101	0.
Hampden-Sidney College	A		37	24	64.9	53	28.6	102	42	9	38	60	50	15	135	451	12	12	3	30	48	30	6	24	165	616	26.8
High Point College	C		54	24	44.4	42	15.6	141	75	115	6	36	88	27	168	656	18	9	6	3	21	51	12	19	139	795	17.5
Hillsboro Junior College	C	176	65	3	4.6	4	1.2	281	55	55		124	65	125	222	927	5		5		6				16	943	1.7
Hillman College	C		7	1	14.3	1	2.8	18	9	18		9	15	9	35	113								3	3	116	2.6
Hinds Junior College	C		32	11	34.4	18	11.2	87	33	57	9	45	32	12	187	462	9	3	15		6	3	9	12	57	519	11.
Hiwasse College	C		12	2	22.2	2	3.3	60	10	10		15	35		54	184						10			10	194	5.1
Hollins College	B		78	40	51.3	74	19.	183	120	108	156	69	168		207	1011	51	30	9	33	18	51		28	220	1231	17.9
Holmes County Junior Col.	C		1	0	0	0	0	3		3			3	3	3	15										15	0.
Howard College	A	828	110	21	19.1	31	5.6	312	198	165	24	268	380	42	213	1602	18	24			24	4	9	12	91	1693	5.4
Junior College of Houston	C	506	44	4	9.1	4	1.8	120	3	48		81	90	18	144	504			3		3	3			9	513	1.8
Incarnate Word College	A	376	46	17	36.9	22	9.6	111	30	42	3	54	81	81	176	578	18	3	6		3	21	9	12	72	650	11.1
Jacksonville Baptist Col.	C		17	1	5.8	1	1.2	100	5	15	5	30	15	25	65	260							5		5	265	1.9
Jones County Junior Col.	C		36	6	16.7	14	7.8	96	15	84		39	90	28	98	450	6		9		12	4	3	9	43	493	8.7
Judson College	A	280	42	17	40.5	26	12.4	108	93	114	24	60	12	27	92	530	18	6	3	3	15	24	6	6	81	611	13.2
Kentucky Wesleyan College	B		28	2	7.1	2	1.4	76	33	9	6	27	46	15	27	239	3				3				6	245	26.1

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
II. COLLEGES																											
Kidd-Key College	C		23	4	17.4	10	8.7	60	36	30		42		33	123	324	9		6		3			9	27	351	7.7
La Grange Womans College	B	155	30	9	30.	14	9.3	90	54	5	54	24	69	18	101	415		15	3	6	3		3	12	42	457	9.2
Lambuth College	C		11	3	27.1	5	9.1	33	9	15	6	20	25	6	38	152				3		8	3	2	16	168	9.5
Lander College	B		32	13	40.6	31	19.4	87	69	78	9	57	57	3	57	417	9	9	18		24	18	3	4	85	502	16.8
Lenoir-Rhyne College	B		39	11	28.2	15	7.7	105	66	93		81	96	4	150	595	9				9	24		10	52	647	8.4
Limestone College	B		34	17	50.	36	21.2	82	57	48	36	78	9	3	100	413	27	15	30	9	15	9	3		108	521	20.7
Littlefield College	C	21	3	0	0	0	0	9		9		9			18	45										45	0.
Logan College	C	60	12	0	0	0	0	33	18	6	15	24	21		71	188										188	0.
Lon Morris College	C		41	14	34.1	20	9.8	76	8	40		58.	44	20	134	380	6	4	6		4	3	10	8	41	421	9.7
Louisburg College	C	294	8	3	37.5	4	10.	24	9	9		12	12	6	51	123			9				3		12	135	8.9
Louisiana College	A		69	43	62.3	72	20.9	156	84	60	18	105	213	51	114	801	18	27	6	3	69	123	3	6	255	1056	24.1
Lucy Cobb Institute	C		4	1	25.	1	5.	9	12	3	3	6	9		6	48						3			3	51	5.9
Lynchburg College	A	251	25	6	24.	10	8.	66	30	27	3	39	83	15	118	381	9		3		3	4	3	3	25	406	6.1
McMurry College	C		41	17	41.5	23	11.2	105	45	54	9	66	45	21	180	525	15	6			12	12	9	15	69	594	11.6
Mansfield Female College	C	118	11	1	9.1	1	1.8	33	27	24	6	30	25		53	198						5			5	203	2.5
Marion Institute	C		34	9	26.5	14	8.2	99	36	87	6	72	130	18	80	528	3		6		27	10		5	51	579	8.8
Marshall College	A		36	11	30.6	13	7.2	129	31	52	5	51	96	24	108	496	16			3	4		5	17	45	541	8.3
Mars Hill College	C	392	34	6	17.6	11	6.5	87	39	33	42	33	70	39	136	479	6	6	9		9	4			34	513	6.6
Martha Washington College	C		12	3	25.	3	5.	36	12	15	6	3	16	11	92	191						4		8	12	203	5.9
Martin College	C		9	1	11.1	2	4.4	24	12	9		6	15	12	55	133	3							1	4	137	2.9
Mary Baldwin College	C		16	3	18.7	3	3.7	48	30	24	30	27		15	46	220		3	3		3				9	229	3.9
Maryville College	A	808	80	27	33.7	44	11.	216	144		60	96	222	129	284	1151	21	3			27	30	6	40	127	1278	9.9
Meredith College	A	511	56	31	55.4	66	34.3	129	108	132	39	45	97		107	657	42	42	24	18	42	24		5	197	854	23.7

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION II. COLLEGES	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Millersburg College	C		4	0	0	0	0	12	3			3		3	28	49										49	0
Milligan College	B		11	4	36.4	9	16.4	21	9	3	6	9	24		66	138	12	3			3	3		9	30	168	17.8
Millsaps College	A	585	83	30	36.1	51	12.3	243	66	186	75	203	32	78	268	1151	6	18	24	15	51	6	12	21	153	1304	11.7
Mississippi College	A		27	9	33.3	9	6.7	81	42	39	12	51	117	9	75	426		3	3		15	3		3	27	453	5.9
Mississippi Synodical Col.	C		7	0	0	0	0	21	9	6	12	21	15	3	17	104										104	0.
Mississippi State Col. for W.	A	1374	200	95	47.5	172	17.2	736	276	423	79	54	694	81	138	2481	60	102	144	6	11	128	30	14	495	2976	16.7
Miss. Woman's Col.	A		33	12	36.4	24	14.5	69	24	54		21	68	39	114	389	18	6	15		3	23		12	77	466	17.3
Mitchell College	C		16	1	6.2	1	1.2	48	24	39	3	9	45	24	66	258		3							3	261	1.1
Murphy Collegiate Institute	C		5	1	20.	1	4.	12	6	15		15	15			63	3								3	66	4.4
Nazareth College	C	186	15	1	6.7	1	1.3	45	24		4	52	75	12	38	250					4				4	254	1.6
Newberry College	B		13	5	38.5	8	12.3	44	24	39	15	50			13	185	8	6			10	5		3	32	217	14.7
Norman Junior College	C	48	24	12	50.	25	20.8	51	24	27	3	57	84	21	39	306	21	24	15		24	4	12		100	406	24.4
North Carolina S. C. for W.	A	1869	258	108	41.1	200	15.5	867	363	534	18	117	489	180	647	3215	93	69	99	3	45	84	60	128	581	3796	15.3
Our Lady of the Lake College	A	325	40	1	2.5	1	.5	120	39	51	36	72	92	54	153	617								3	3	620	.5
Palmer College	C	20	6	3	50.	8	26.7	12		12	3	9	16	9	8	69	6				9	8		4	27	96	28.1
Peace Institute	C	236	31	6	19.4	17	11.	87	45	42	27	30	34	15	143	423	3	3	3		6	12	12	6	45	468	9.6
Pearl River College	C	145	46	14	30.4	27	11.7	120	48	114		63	51	27	164	587	12		15		30	3	6	15	81	668	12.1
Perkinston Junior College	C	121	25	13	52.	23	18.4	36	6	42		60	30	39	21	234	27	3	24		3	9	3		69	303	22.8
Piedmont College	B	207	15	4	26.7	7	9.3	42	12	24	15	12	47	9	54	215	3		3		9	3		1	19	234	8.1
Pikeville College	C	87	15	5	33.3	12	16.	36	19	9		9	66	11	46	196	9	3			3	20		12	47	243	19.3
Pineland College	C		9	3	33.3	3	6.7	21	21	27		3	12		22	106					9				9	115	7.8
Presbyterian College	A	224	29	18	62.1	32	22.1	80	37		18	66	65		144	410	7	2			21	18		15	63	473	13.3
Queens College	B	325	56	17	30.4	27	9.6	144	90	15	51	79	75	12	238	704	24	12	3	12	6	16		11	84	788	19.7

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
II. COLLEGES								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Randolph Macon College	A		147	68	46.3	132	18.	372	231	237	352	399	219	18	106	1934	66	24	33	67	156	20		24	390	2324	16.8
Randolph College	C		18	6	33.3	7	7.8	48				24	27	39	84	222	6				3		9	9	27	249	10.8
Reinhardt College	C		7	0	0	0	0	21	12	21		18	18	9	6	105										105	0
Rice Institute	A	1308	281	116	41.3	187	13.3	753	336	366		607	1447	211	465	4185	93	9	84		210	219	6	47	668	4853	13.8
Roanoke College	A		28	13	46.4	24	17.1	63	9	33	3	48	94	21	59	330	12	9	3		12	11	15	15	77	407	18.9
Rollins College	A		37	8	21.6	8	4.3	108	51	60	27	56	35	33	218	588	2				3	6		5	16	604	2.6
Rutherford College	B		8	1	12.5	1	2.5	24	21	21		18	24		30	138						4			4	142	2.8
St. Agnes College	C		3	0	0	0	0	15	3	8		7		9	4	46										46	0
St. Bernard College	C		8	3	37.5	3	7.5	24	3	18	18	12	32	3	24	134					9				9	143	6.3
College of St. Genevieve	C		4	0	0	0	0	15	12	2		15	12		12	68										68	0
St. Joseph's College	C		3	0	0	0	0	2	6				12		33	53										53	0
St. Mary's College (Texas)	C		6	1	16.7	1	3.3	15	9	18		18		6	15	81	3								3	84	3.6
St. Mary's College (N. C.)	C		44	16	36.4	41	18.6	115	116	96	17	21	63	44	121	593	18	36	3	3	9	25	9	17	120	713	16.8
St. Mary's Dominican	C	56	11	1	9.	2	3.6	30	3	15		18	40		54	160	3					4			7	167	4.2
St. Petersburg Jr. College	C		80	31	38.7	61	15.2	222	93	129		141	150	122	224	1081	81	6	3		39	70	21	13	233	1314	17.
Salem College	A		61	23	37.7	36	11.8	174	108	135	87	93	35	30	199	861	18	24	9	12	15	23	7	9	117	978	12.
San Angelo Junior College	C	92	34	6	17.6	8	4.7	93		42	3	63	86	54	120	461			3		12	4	3	4	26	487	5.3
San Antonio Junior College	C		53	33	62.3	53	20.	129	6	54	3	66	93	48	132	531	27		12		42	39	27	18	165	696	23.7
Sacred Heart Convent (La.)	C		1	0	0	0	0	4	3	3		3			5	18										18	0.
Sacred Heart College (KY.)	C		12	2	16.7	2	3.3	33	21	22	10	6			46	138	3							1	4	142	2.8
Shreiner Institute.	C		41	20	48.8	35	17.	114		57		84	96	69	71	491	9		3		30	42	12	18	114	605	18.9
Silliman College	C		2	0	0	0	0	4	2	4		2	4	2	14	32										32	0
Shenandoah College	C	120	4	1	25.	6	30.	9	3	9				3	28	52	3	3	3		3	4		3	19	71	26.8

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION II. COLLEGES	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Shorter College	A		44	8	18.2	11	5.	150	175	105	5	125	20	25		605	15		5	5	20	5	5		55	660	8.3
Southern College	B		59	11	18.6	21	7.1	150	39	118	3	84	174	75	200	843	18		6		6	12	6	21	69	912	7.6
Southern Junior College	C		3	0	0	0	0	13				4	20	6	7	50										50	0
S. E. Louisiana Institute	C	92	30	6	20.	14	9.3	78	30	30	6	30	125		141	440	12	9	3		9	5		5	43	483	8.9
Southwestern Junior Col.	C		1	1	100.	5	83.3								3	3								15	15	18	83.3
South Park Junior College	C		120	39	32.5	59	9.8	339	66	117		197	339	156	317	1531	18	3	21		48	69	6	18	183	1714	10.7
Spring Hill College	A	167	30	7	23.3	7	4.7	87	3		24	30	64	60	201	469						4	3	7	14	483	2.9
Sullins College	C	201	45	15	33.3	32	14.2	105	69	108	15	39	45	18	242	641	27	3	9	6	15	11		23	94	735	12.8
Sunflower Junior College	C	65	27	11	40.7	19	14.1	60	21	78		54	36	18	95	362	21		3			3	27	1	55	417	13.2
Sweet Briar College	A	452	48	24	50.	50	20.8	123	105	105	64	48	109	9	81	644	18	24	27	6	21	30	3	11	140	784	17.9
Sue Bennett Memorial Col.	C		8	1	12.5	1	2.5	32		8		24	4	8	32	108					3				3	111	2.7
Temple Junior College	C	114	41	4	9.8	4	2.	67	42	53		51	56	3	91	363	6	6							12	375	3.2
Tennessee College	B	204	24	1	4.2	1	.8	69	80	30	36	56	26	4	97	398	3								3	401	.7
Tennessee Wesleyan College	C		18	5	27.8	8	8.9	48	18	12	6	15	30	15	31	175	3	3	3		6		3	6	24	199	12.1
University of Tenn.Jr. Col.	C		23	4	17.4	12	10.4	57	48	23	45	16	92	41	70	392	6	3	1	2	12		3	2	29	421	6.7
Texas Presbyterian College	B		6	0	0	0	0	18	6	3		9	3	3	58	100										100	0
Texas Woman's College	B	365	76	27	35.5	42	11.1	219	24	75	21	69	126	81	450	1065	9	6	3	3	18	18	33	45	135	1200	11.2
Texarkana Junior College	C	147	45	10	22.2	13	5.8	126	30	96		84	132	60	84	612	9		6		3	22	3		43	655	6.6
Thorp Springs Christian Col	C		12	2	16.7	4	6.7	27		9		6	8	21	81	152	3	3			5	4			15	167	9.
Transylvania College	A	383	31	5	16.1	9	5.8	87	31	3	7	61	122	21	109	441	6	4			6	4	3	3	26	467	5.6
Tusculum College	A		7	3	42.9	5	14.3	16	6	6	6	15	16	12	17	94	7		3			4			14	108	13.
Tyler College	C		51	6	11.8	6	2.4	150	51	66		117	108	36	157	685		3	3		6	3	3		18	703	2.6
Union College	C		8	2	25.	4	10.	24	9	9		3	35		39	119			6					6	12	131	9.2

TABLE XVI.—*(Continued)*

YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
II. COLLEGES								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Virginia College	C		4	3	75.	3	15.	12	6	6	7		7		22	60						8		3	11	71	15.5
Virginia Intermont College	C	393	50	18	36.	34	13.6	141	57	60	9	63	43	27	259	659	12	9	27	3	16	16	12	13	108	767	14.1
Virginia Military Inst.	A		87	45	51.7	95	21.8	201	168	197	6	402	6	168	198	1346	54	12	51		105	3	102	39	366	1712	21.4
Wake Forest College	A	668	60	28	46.7	60	20.	141	69	76	55	111	172	12	115	751	33	27	13	5	60	45	3	19	205	956	21.4
Ward Belmont College	C	511	98	34	34.7	55	11.5	273	177	84	9	90	225	80	338	1276	36	34	30		9	14	17	29	169	1445	11.7
Wayland College	C	259	29	6	20.7	7	4.8	135		75		15	35	60	60	380					5		20		25	405	6.2
Weatherford College	C		12	1	8.3	1	1.7	36	12	18	24	3	6	9	60	168							3		3	171	1.8
Wesleyan College	A	370	87	18	20.6	32	7.4	245	150	204	177	28	18	75	342	1239	18	15	42	6			6	10	97	1336	7.3
Wesson Junior College	C		1	1	100.	1	20.	3	3	3			3			12					3				3	15	20.
Westhampton College	A		8	3	37.5	5	12.5	24	12	18	3	18	15	3	9	102		6		3	6				15	117	12.8
Westminister College	C		12	2	16.7	2	3.3	32	6	24		18	35	24	51	190	6								6	196	3.1
Westmorland College	C	127	50	18	36.	27	10.8	129	60	84	6	27	48	63	177	594	15	3	3		15	12	3	30	81	675	12.
Wichita Falls College	C		126	44	34.5	103	16.2	348	72	279		165	105	57	378	1404	120	21	75		45	45	18	45	369	1773	20.8
William and Mary College	A	1350	147	71	48.3	123	16.7	396	168	144	63	296	350	24	463	1904	48	3	69	12	84	160	3	51	430	2334	18.4
Wingate College	C		9	2	22.2	2	4.4	27	12	12	6	18	8		44	127								6	6	133	4.5
Winthrop College	A		240	93	39.	145	12.1	400	238		58	330	420	38	642	2126	66	96		8	34	30		71	305	2431	12.5
Wofford College	A		47	13	27.7	20	8.5	135	117		59	132	20		244	707	3	21			12	12		27	75	782	9.6
(201) TOTAL			8468	2779		4939		22954	10537	12424	3407	12281	17029	5530	30119	114281	2622	1588	1720	435	2981	3207	994	2116	15663	129944	
PER CENT OF TOTAL					32.8		11.7										10.3	13.1	12.2	11.3	19.5	15.8	15.2	6.6			12.1

TABLE XVI.—*(Continued)*

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YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
III. SCHOOLS OF TECHNOLOGY																											
Alabama Polytechnic Inst.	A		177	65	36.7	105	11.9	465	52	347		525	587	3	1042	3021	63	6	22		96	75	3	42	307	3328	9.2
Arlington A. & M. College	C	545	33	21	63.6	45	27.3	62	12	34		71	81	6	130	396	45		16	6	24	32		21	144	540	26.7
Clemson College	A		177	91	51.4	184	20.8	282	24	296		591	541		818	2542	82	9	39		165	207		77	579	3121	18.6
College of Industrial Arts	A		322	137	42.5	235	14.6	791	234	237	19	108	453	204	2212	4258	160	78	66		18	165	24	223	734	4992	14.7
Georgia Sch. of Technology	A	2136	455	240	52.7	441	19.4	1082	351	255		1788	1004	384	2335	7200	279	84	12		495	294	187	200	1551	8751	17.7
Louisiana Polytechnic Inst.	A		93	47	50.5	88	18.9	237	21	165	3	123	235	36	432	1252	54		27		72	110	15	29	307	1559	19.7
Mississippi A. & M. Col.	A	1446	142	66	46.5	108	15.2	369	21			525	600	18	890	2423	51	9			130	138	3	79	410	2833	14.5
N. C. State Col. (Raleigh)	A	1637	212	85	40.1	139	13.1	552		126	5	648	628	3	1423	3385	69		6		165	188		99	527	3912	13.5
John Tarlton Agr. College	C	984	38	28	73.7	54	28.4	81	9	12		62	107	12	296	579	33	3	15		39	87	3	27	207	786	26.3
N. Georgia Agr. College	C		12	4	33.3	5	8.3	33	33	30		27	27		51	201	3		3		9				15	216	7.4
S. Georgia A. & M. College	C		27	7	25.9	10	7.4	39	6	9		36	60	18	67	235	3	6	3		3	1		10	26	261	10.
Southwestern Louisiana Ins	A		174	74	42.5	126	14.5	453	51	288	24	234	411	69	943	2473	57	21	48		60	187	9	90	472	2945	16.
Tennessee Polytechnic Inst	C	275	36	8	22.2	9	5.	99	15	48		60	124	9	177	532			6		5	15		4	30	562	5.3
Texas A. & M. College	A	2770	473	334	70.6	706	29.9	1284	15	60	3	1134	1419	33	2608	6556	114	21	15		1066	812	36	651	2715	9271	29.3
Texas Technological Col.	A		303	119	39.3	171	11.3	523	60	178	12	426	546	135	771	2651	78	24	16		134	81	44	56	433	3084	14.
Virginia Polytechnic Inst.	A	1334	143	71	49.7	138	19.3	337	19	100		655	530		614	2255	90	6	20		117	78		161	472	2727	17.3
(16) TOTAL		2817	1397		2564	6690	923	2175	66	7013	7353	930	14809	39959	1181	267	314	6	2598	2470	324	1769	8929	48888			
PER CENT OF TOTAL				49.6		18.2									15.	22.4	12.6	8.3	27.	25.1	25.8	10.7			18.3		

TABLE XVI.—(Continued)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION IV. TEACHER TRAINING	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
ALABAMA																											
State Normal School, Florence	C	818	65	15	23 1	22	6.8	236	20	132	16	56	132		484	1076	36		16			16		17	85	1161	7.3
State Normal School, Jacksonville	C	521	41	2	4.9	2	.9	162		44		110	12		391	719	9								9	728	1.1
State Normal School, Livingston	C	325	23	3	13.	4	3.5	66	3	12		35			163	279	3		3		3			4	13	292	4.5
Troy Normal School	C	432	66	35	53.	59	17.9	216	36	132		68	76		469	997	52		12		8	48		59	179	1176	15.2
GEORGIA																											
Americus Normal School	C	125	5	0	0	0	0	20		15		5	15		35	90										90	0.
Athens State Normal	A	676	117	12	10.3	15	2.6	453	162	96	24	96	213	63	900	2007	6	6	3			3		33	51	2058	2.5
Georgia State Normal, Statesboro	C	300	14	6	42.9	7	10.	28	12	40	6	18	6		108	218	12					4		7	23	241	9.5
KENTUCKY																											
W. Ky State Teachers C. Bowling Green	A		141	59	41.8	82	11.6	401	107	114	25	184	143		962	1936	24	10	78		55	23		72	262	2198	11.9
State Teachers College, Morehead	B	471	17	2	11.8	3	3.5	61	3	48		42	25	3	63	245	3		3					3	9	254	3.5
Murray State T. College	A	517	78	11	14.1	15	3.8	235	79	60	24	162	54		573	1187	6		3		32	9			50	1237	4.
Nazareth Normal	C		16	2	12.5	2	2.5	64	3	8	6	15	20		154	270					6				6	276	2.2
Eastern Kentucky S. T. C																											

TABLE XVI.—(*Continued*)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION IV. TEACHER TRAINING	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Richmond	A	1423	57	12	21.1	13	4.6	156	9	57	10	117	177		330	856	9	3				19		9	40	896	4.5
LOUISIANA																											
Louisiana State Normal																											
Natchitoches	A		158	22	13.9	29	3.7	505	51	117	18	249	756	37	731	2464	21		3		24	24		20	92	2556	3.6
New Orleans Normal	C		43	19	44.2	21	9.8	170	8	16			11		728	933	4		4			2		67	77	1010	7.6
MISSISSIPPI																											
Delta State Teachers Col																											
Cleveland	C		26	1	3.4	1	.8	104	12	76	8	48	14	32	140	434								1	1	435	.2
Mississippi State T. C.,																											
Hattiesburg	C		46	0	0	0	0	212		24	4		10	24	391	665										665	0.
NORTH CAROLINA																											
Boone State Normal	C		1	0	0	0	0	3		2			2		4	11										11	0.
Collowhee State Normal	C		11	0	0	0	0	33	15	33		6	21	1	73	182										182	0
East Carolina T. C. Greenville	A		97	16	16.5	21	4.1	270	3	276		63	267		673	1552	18		9		9	18		7	61	1613	3.8
NORTH CAROLINA																											
Asheville Normal	C		38	1	2.6	1	.5	108	24		2		225	2	232	593						3			3	596	.5
Montreat Normal	C		2	0	0	0	0	6							28	34										34	0

TABLE XVI.—(*Continued*)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION IV. TEACHER TRAINING	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Semester Hours Failed in English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
SOUTH CAROLINA																											
Ashley Hall Normal	C		4	1	25.	1	5.	12							65	77	3								3	80	3.7
Teachers College, Florence	C	950	1	1	100.	1	20.			3			3		7	13	3								3	16	18.7
TENNESSEE																											
E. Tenn. S. T. C., Johnson City	A		30	5	16.7	7	4.7	87	21	66	12	28	64		156	434	3					12		4	19	453	4.2
W. Tenn. S. Normal Col., Memphis	A	692	105	24	22.9	32	6.1	292	123	198	49	172	201	102	374	1511	21	9			5	26	9	28	98	1609	6.1
State Teachers College, Murfreesboro	A		54	8	14.8	12	4.4	149	36	132	6	48	139	15	286	811	6		3			12	3	12	36	847	4.3
Peabody College for Teachers, Nashville	A	839	52	9	17.3	16	6.2	106	66	65	38	42	97	33	90	537	6		6			9		14	35	572	6.1
TEXAS																											
Sul Ross T. C., Alpine	C		17	10	58.8	17	20.	24		42		9	18	9	90	192	24		3				9	15	61	243	21.
W. Texas S. T. C., Canyon	A	805	108	29	26.9	40	7.4	303	66	168	3	45	138	54	756	1533	36	9	6		12	13	6	39	121	1654	7.3
E. Texas S. T. C., Commerce	A		67	8	11.9	12	3.6	132	8	30	10	36	36	50	352	654	6		2			2	2	16	28	682	4,1
N. Texas State T. C., Denton	A		193	69	35.8	115	11.9	352	8	116	16	26	142	48	854	1562	66	2	26		18	38	18	76	244	1806	13.5

TABLE XVI.—(*Continued)*

YEAR 1928-29 NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
IV. TEACHER TRAINING								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
Sam Houston Teachers Col. Huntsville	A	799	51	9	17.6	16	6.3	104		34	8	20	82	22	218	488	8		4			4		16	32	520	6.2
S. Texas Teachers Col., Kingsville	A		63	11	17.5	17	5.4	122	8	44	6	26	54	48	262	570	4	2	2	2	2	16		12	40	610	6.6
Stephen F. Austin T. C., Nacogdoches	A		77	20	26.	31	8.1	195	15	96	12	51	105	81	474	1029	24	6	9		12	9	6	39	105	1134	9.3
S. W. Texas T. C., San Marcos	A		37	13	35.1	27	14.6	93		81	3		30	21	240	468	21		9			12	9	36	87	555	15.6
VIRGINIA																											
E. Radford S. T. C.	A		29	16	55.2	21	14.5	40		6			38		201	285	20		2					20	42	327	12.8
Farmville Teachers Col.	A	950	143	95	66.4	171	23.9	353	24	219	12	196	328	6	714	1852	205	3	27	2	40	90		67	434	2286	19.
State Normal School, Fredericksburg	B	421	33	7	21.2	9	5.5	68	6		6	27	12	10	204	333	10							8	18	351	5.1
Harrisonburg S. T. C.	A		83	20	24.1	27	6.5	213	24	96	15	42	246		579	1215	39	6	3			17		36	101	1316	7.7
Richmond Normal	C		35	14	40.	15	8.6	62					105		94	261						4		11	15	276	5.4
(39) TOTAL			2244	587		884		6216	952	2698	339	2042	4017	661	13648	30573	708	56	236	4	226	433	62	748	2473	33046	
PER CENT OF TOTAL					26.2		7.9										10.2	5.6	8.	1.2	10.	9.7	8.6	5.2			7.5

TABLE XVI.—(*Continued*)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION SUMMARY	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
UNIVERSITIES (40)			6253	3002		5594		14672	5188	7362	1387	9933	15512	3595	20343	77992	3507	1361	1484	192	4008	4351	1197	2847	18947	96939	
Per Cent of Total					48.		17.9										19.3	20.8	16.8	12.2	28.7	21.9	25.	12.3			19.5
COLLEGES (201)			8468	2779		4939		22954	10537	12424	3407	12281	17029	5530	30119	114281	2622	1588	1720	435	2981	3207	994	2116	15663	129944	
Per Cent of Total					32.8		11.7										10.3	13.1	12.2	11.3	19.5	15.8	15.2	6.6			12.1
SCHOOLS OF TECHNOLOGY (16)			2817	1397		2564		6690	923	2175	66	7013	7353	930	14809	39959	1181	267	314	6	2598	2470	324	1769	8929	48888	
Per Cent of Total					49.6		18.2										15.	22.4	12.6	8.3	27.	25.1	25.8	10.7			18.3
TEACHER TRAINING INSTITUTIONS (39)			2244	587		884		6216	852	2698	339	2042	4017	661	13648	30573	708	56	236	4	226	438	62	748	2473	33046	
Per Cent of Total					26.2		7.9										10.2	5.6	8.	1.2	10.	9.7	8.6	5.2			7.5
MISCELLANEOUS A' (124)			795	249		369		1712	717	648	195	951	1444	441	2886	8994	193	156	67	19	295	337	122	324	1513	10507	
Per Cent of Total					31.7		9.4										10.1	17.9	19.4	8.9	23.7	18.9	21.7	10.1			14.4

TABLE XVI.—(Continued)

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YEAR 1928-29 NAME OF HIGHER INSTITUTION SUMMARY	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
B' (23)			37	11		23		111	60	57	21	44	39	22	135	489	8	11	11	6	13	19	7	7	82	571	
Per Cent of Total					29.7		12.4										6.7	15.5	16.2	22.2	22.8	32.8	24.1	4.9			14.4
C' (55)			88	25		33		251	110	103	29	91	213	61	406	1264	16	23	9		6	16	2	33	105	1369	
Per Cent of Total					28.4		7.5										6.	17.3	8.	0.	6.2	7.	3.2	7.5			7.7
GRAND TOTAL (498)			20692	8050		14406		52606	18487	25467	5444	32355	45607	11240	82346	273552	8235	3462	3841	662	10127	10833	2708	7844	47712	321264	
Per Cent of Grand Total					38.9		13.9										13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7			14.8

In making this study of failures by colleges an effort is made to ascertain:

1. Whether there is any uniformity among institutions regarding the percentage of freshmen who fail in one or more courses.
2. Whether there is any uniformity among institutions as to the percentage of freshmen that fail in the various courses (a) in the same institution or (b) in different institutions.
3. Whether failures in one subject are greater than failures in other subjects in the same higher institution.
4. Whether there is any uniformity in the percentage of failures occurring in the various types of higher institutions—e. g., colleges for men, colleges for women, teachers colleges, etc.

In order to present the answers derived from these and other similar questions, two sets of tables are presented. One set—Tables XVII to XXI show the percentages of students failing in one or more subjects and the other set of tables XXIV to XXVIII show the percentages of students failing in each subject.

It was thought best to study these failures by types of higher institutions as well as of all the schools collectively; consequently, five groups of schools are made. These groups are 11 private, co-educational, higher institutions; 11 state universities; 11 colleges for women; 11 technological higher institutions; and 11 state teacher training institutions. In order to continue a comparative study started in 1925 of failures in certain higher institutions these same individual schools, as nearly as possible, are used for the fifth time as the basis of the study. With this explanation, the first set of tables, XVII to XXI, follow:

TABLE XVII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Teacher Training Institutions, Fall Semester 1928-29,

Higher Institutions	Number Students Reported	Number Students Failed One or More Subjects	Per Cent Students Failed One or More Subjects	Per Cent of Semester Hrs. Failed
E. Carolina State Teachers College, Greenville, N. C.	97	16	16.5	3.8
N. Texas State Teachers College, Denton, Texas	193	69	35.8	13.5
Sam Houston State Teachers College, Huntsville, Texas	51	9	17.6	6.2
South West Texas Teachers College, San Marcos, Texas	37	13	35.1	15.6
State Normal School, Florence, Alabama	65	15	23.1	7.3
State Teachers College, East Radford, Virginia	29	16	55.2	12.8
State Teachers College, Harrisonburg, Viriginia	83	20	24.1	7.7
State Teachers College, Hattiesburg, Mississippi	46	0	0	0
West Tennessee State Teachers College, Memphis, Tenn.	105	24	22.9	6.1
State Teachers College, Natchitoches, Louisiana	158	22	13.9	3.6
State Teachers College, Richmond, Kentucky	57	12	21.1	4.5
TOTAL	921	216	23.5	6.8

TABLE XVIII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern Colleges for Women, Fall Semester 1928-29

Higher Institutions	Number Students Reported	Number Students Failed One or More Subjects	Per Cent Students Failed One or More Subjects	Per Cent of Semester Hrs. Failed
Alabama College	92	33	35.9	11.1
Brenau College	97	27	27.8	8.3
Coker College	43	17	39.5	17.
College of Industrial Arts	322	137	42.5	14.7
Converse College	81	44	54.3	17.7
Florida State College for Women	407	96	23.6	6.7
Georgia State College for Women, Milledgeville	202	31	15.3	4.2
Mississippi State College for Women	200	95	47.5	16.7
North Carolina State College for Women	258	108	41.1	15.3
Randolph-Macon Woman's College	147	68	46.3	16.8
Shorter College	44	8	18.2	8.3
TOTAL	1893	664	35.1	11.7

TABLE XIX

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Private Higher Institutions in the Association—Fall Semester 1928-29

Higher Institutions	Number Students Reported	Number Students Failed One or More Subjects	Per Cent Students Failed One or More Subjects	Per Cent of Semester Hrs. Failed
College of Charleston	37	26	70.3	35.7
Centre College	51	18	35.3	17.3
Davidson College	117	39	33.3	10.4
Duke University	134	93	69.4	13.9
Emory University	147	47	32.	14.6
Mercer University	64	24	37.5	14.6
Transylvania University	31	5	16.1	5.6
Tulane University	360	216	60.	27.8
University of the South	46	25	54.3	17.3
Vanderbilt University	189	54	28.5	9.6
Washington & Lee University	82	45	54.9	19.6
Total	1258	592	47.1	18.4

TABLE XX

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Technological Higher Institutions—Fall Semester 1928-29

Higher Institutions	Number Students Reported	Number Students Failed One or More Courses	Per Cent Students Failed One or More Subjects	Per Cent of Semester Hrs. Failed
Alabama Polytechnic Institute	177	65	36.7	9.2
Clemson College	177	91	51.4	18.6
North Carolina State College	212	85	40.1	13.5
Georgia School of Technology	455	240	52.7	17.7
Louisiana Polytechnic Institute	93	47	50.5	19.7
Mississippi Agricultural and Mechanical College	142	66	46.5	14.5
Southwestern Louisiana Polytechnic Institute	174	74	42.5	16.
Texas A. & M. College	473	334	70.6	29.3
Texas Technological Institute	303	119	39.3	14.
The Citadel	164	68	41.5	22.7
Virginia Polytechnic Institute	143	71	49.7	17.3
TOTAL	2513	1260	50.1	19.

TABLE XXI

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Universities of the Association—Fall Semester 1928-29

Higher Institutions	Number Students Reported	Number Students Failed One or More Courses	Per Cent Students Failed One or More Subjects	Per Cent of Semester Hrs. Failed
Alabama, University of	285	163	57.2	22.3
Florida, University of	537	332	61.8	23.3
Georgia, University of	200	83	41.5	16.6
Kentucky, University of	251	116	46.2	20.1
Louisiana, University of	239	108	45.2	13.7
Mississippi, University of	120	55	45.8	17.1
North Carolina, University of	294	133	45.2	23.5
South Carolina, University of	151	85	56.3	20.3
Tennessee, University of	372	188	50.5	18.7
Texas, University of	727	396	54.5	23.8
Virginia, University of	160	93	58.1	33.5
TOTAL	3336	1752	52.5	21.7

When the percentages of students failing one or more subjects in the various types of higher institutions are compared, there is found a wide range of difference. Among teacher training institutions the percentage ranges, from 0. per cent at the State Teachers College of Hattiesburg, Mississippi, to 55.2 per cent at the State Teachers College of East Radford, Virginia; among colleges for women the range is from 15.3 per cent at Georgia State College for Women to 54.3 per cent at Converse College; among private higher institutions, from 16.1 per cent at Transylvania College to 70.3 per cent at the College of Charleston; among schools of technology, from 36.7 per cent at the Alabama Polytechnic Institute to 70.6 per cent at the Texas A. & M. College; and among state universities, from 41.5 per cent at the University of Georgia to 61.8 per cent at the University of Florida.

In order to get a view of the failures over a span of five years two tables are presented. Table XXII shows the percentage of students failing in one or more subjects in certain types of institutions; Table XXIII shows the percentages of semester hour failures in the same type of schools. These two tables follow:

TABLE XXII

Showing Percentages of Students Failing One or More Courses in Five Groups of Higher Institutions Over a Five Year Period of Time.

Type of Institution	1924-25	1925-26	1926-27	1927-28	1928-29
Teachers Colleges	20.2	20.8	24.1	23.4	23.5
Colleges for Women	29.4	30.	30.9	31.9	35.1
Private Higher Institutions	41.6	42.1	44.5	42.9	47.1
Technological Institutions	42.3	42.1	49.3	46.8	50.1
State Universities	49.3	54.	53.	50.9	52.5

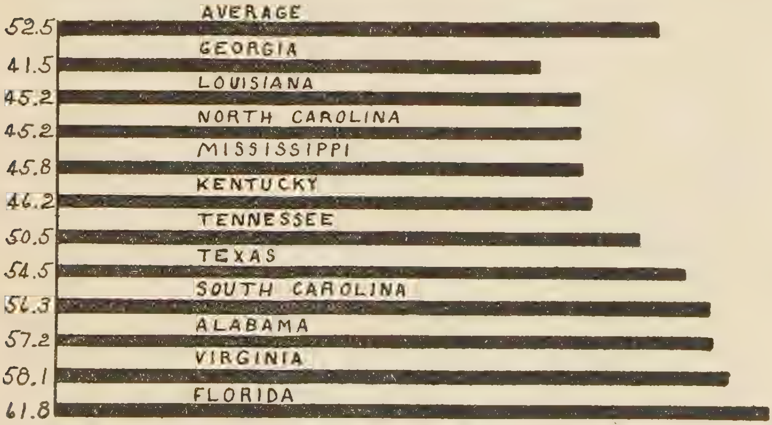

FIG.3—SHOWING GRAPHICALLY THE PERCENTAGE OF FAILURES IN THE VARIOUS STATE UNIVERSITIES

TABLE XXIII

Showing the Percentages of Semester Hours Failed in Five Groups of Higher Institutions Over a Five Year Period of Time.

Type of Institution	1924-25	1925-26	1926-27	1927-28	1928-29
Teachers Colleges	6.1	6.2	6.9	6.1	6.8
Colleges for Women	9.6	10.1	9.9	10.6	11.7
Private Higher Institutions	15.7	16.7	19.2	16.6	18.4
Technological Institutions	17.4	17.1	17.6	17.4	19.
State Universities	19.3	20.6	21.8	25.4	21.7

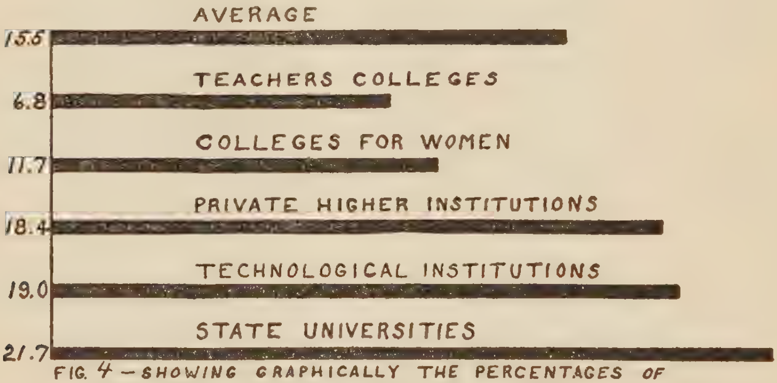

FIG. 4—SHOWING GRAPHICALLY THE PERCENTAGES OF SEMESTER HOURS FAILED IN FIVE GROUPS OF HIGHER INSTITUTIONS IN 1928-29

Two things stand out in tables XXII and XXIII. They are: first, that the percentages of failures in each type of higher institution are rather uniform over a period of five years; and secondly, that the differences between the various groups are very striking. Such questions as: Why do more than twice as many students fail in one or more courses in state universities as in state teachers colleges? Or, again why do students in state universities fail four times as many semester hours work as students in state teachers colleges? arise immediately in this report. But since it is solely a fact-finding study, no answers to them are attempted.

Let us turn now to a study of the failures by subjects among these same five groups of higher institutions.

Tables XXIV to XXVIII present the facts of this phase of the report.

TABLE XXIV

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Teacher Training Institutions—Fall Semester 1928-29

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
E. Carolina State Teachers College, Greenville, N. C.	6.3	0.	3.2	0.	17.3	6.6	—	1.	3.8
N. Texas State Teachers College, Denton	15.8	20.	18.3	0.	40.9	21.1	27.3	8.2	13.5
Sam Houston State Teachers College, Huntsville, Tex.	7.1	—	10.5	0.	0.	4.7	0.	6.8	6.2
S. W. Texas S. T. C., San Marcos, Tex.	18.4	—	10.	0.	—	28.6	30.	13.	15.6
State Normal School, Florence, Alabama	13.2	0.	10.8	0.	0.	10.8	—	3.4	7.3
State T. C. E., Radford, Va.	33.3	—	25.	—	—	0.	—	9.	12.8
S. T. C., Harrisonburg, Va.	15.5	20.	3.	0.	0.	—	0.	0.	7.7
S. T. C. Hattiesburg, Miss.	0.	—	0.	0.	—	0.	0.	0.	0.
W. Tenn. S. T. C. Memphis, Tenn.	6.7	6.8	0.	0.	2.8	11.4	8.1	7.	6.1
S. T. C. Natchitoches, La.	4.	0.	2.5	0.	8.8	3.1	0.	2.7	3.6
S. T. C. Richmond, Kentucky	5.5	25.	0.	0.	0.	9.7	—	2.7	4.5
TOTAL	9.5	7.7	6.	0.	7.	7.7	12.4	5.3	6.8

TABLE XXV

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern Colleges for Women—Fall Semester 1928-29

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama College	14.	25.5	7.1	40.	14.6	13.7	11.9	5.3	11.1
Brenau College	2.2	6.5	5.6	0.	14.8	29.4	0.	7.1	8.3
Coker College	14.6	25.	14.	15.4	29.4	10.	50.	3.8	17.
College of Industrial Arts	16.8	25.	21.7	0.	14.2	25.1	10.5	9.1	14.7
Converse College	17.4	26.6	14.3	38.4	28.5	16.	0.	2.9	17.7
Florida State College for Women	7.4	4.3	11.6	0.	7.7	9.8	21.2	2.8	6.7
Georgia State College for Women	1.4	0.	0.	0.	17.7	14.3	0.	2.5	4.2
Mississippi State College for Women	7.5	27.	25.4	7.1	16.9	15.5	27.	9.2	16.7
North Carolina State College for Women	9.7	16.	15.6	14.3	27.7	14.6	25.	16.5	15.3
Randolph-Macon Woman's College	15.1	9.4	12.2	16.	28.1	8.3	0.	18.5	16.8
Shorter College	9.1	0.	4.5	50.	13.8	20.	16.6	—	8.3
TOTAL	10.	16.3	15.2	15.2	21.8	15.7	18.1	6.	11.7

TABLE XXVI

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Private Institutions of Higher Learning in the Association.
Fall Semester 1928-29.

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
College of Charleston	51.3	20.	30.7	16.6	38.9	25.2	16.7	42.1	35.7
Centre College	13.5	20.5	28.1	33.3	28.1	13.7	50.	4.2	17.3
Davidson College	4.3	11.8	0.	0.	18.1	0.	27.8	11.3	10.4
Duke University	21.4	12.1	7.3	3.	16.1	12.7	0.	11.5	13.9
Emory University	15.3	21.7	4.	0.	26.8	12.5	0.	13.3	14.6
Mercer University	18.7	19.1	23.1	0.	25.	8.8	26.7	6.6	14.6
Transylvania University	6.5	11.4	0.	0.	8.9	3.1	12.5	2.7	5.6
Tulane University	20.2	36.1	13.2	19.8	34.9	38.8	32.	20.5	27.8
University of the South	22.7	21.	25.	50.	23.5	30.4	0.	9.6	17.3
Vanderbilt University	6.4	9.8	12.9	5.1	15.6	7.2	4.7	12.5	9.6
Washington & Lee University	13.4	20.8	15.7	0.	35.1	11.3	29.1	21.9	19.6
TOTAL	17.1	21.8	12.7	12.3	24.9	20.5	22.2	13.7	18.4

TABLE XXVII

Showing a Comparison of the Percentages of Freshmen in Eleven Southern Technological Higher Institutions—Fall Semester 1928-29.

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama Polytechnic Institute	11.9	10.3	6.	—	15.5	11.3	50.	3.9	9.2
Clemson College	22.2	27.3	12.	—	21.8	27.7	—	8.6	18.6
North Carolina State College, Raleigh	11.1	—	4.5	0.	20.3	23.	0.	6.5	13.5
Georgia School of Technology	20.5	19.3	4.5	—	21.7	22.7	32.7	7.9	17.7
Louisiana Polytechnic Institute	18.6	0.	14.1	0.	36.9	31.8	29.4	6.3	19.7
Mississippi A. & M. College	12.1	30.	—	—	19.8	18.7	14.3	8.2	14.5
Southwestern Louisiana Polytechnic Institute	11.2	29.2	14.3	0.	20.4	31.3	11.5	8.7	16.
Texas A. & M. College	8.2	58.3	20.	0.	48.5	36.4	52.2	20.	29.3
Texas Technological College	13.	28.6	8.2	0.	23.9	12.8	24.6	6.8	14.
The Citadel	22.	17.7	18.9	—	29.4	34.2	—	10.3	22.7
Virginia Polytechnic Institute	21.1	24.	16.7	—	15.2	12.8	—	20.8	17.3
TOTAL	14.9	20.7	11.1	0.	27.5	25.4	30.4	11.1	19.

TABLE XXVIII

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Universities in the Association—Fall Semester 1928-29

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama, University of	25.6	15.2	13.5	0.	42.6	17.1	25.	15.1	22.3
Florida, University of	32.2	44.3	25.1	23.1	32.4	19.7	33.3	12.9	23.3
Georgia, University of	12.	16.7	12.6	3.3	23.7	28.7	0.	6.8	16.6
Kentucky, University of	25.8	0.	23.5	26.3	29.9	28.5	28.6	9.1	20.1
Louisiana. University of	16.8	6.7	19.3	12.5	21.5	13.2	32.5	15.	13.7
Mississippi, University of	27.9	13.8	18.1	37.5	28.6	10.6	9.1	9.	17.1
N. Carolina, University of	18.5	28.1	19.7	20.	21.9	21.6	40.5	33.1	23.5
S. Carolina, University of	10.7	31.6	18.5	8.3	25.3	31.4	50.	.7	20.3
Tennessee, University of	14.7	13.9	16.1	0.	29.3	22.2	16.	13.5	18.7
Texas, University of	24.6	25.5	21.	4.2	37.4	22.5	24.7	15.3	23.8
Virginia, University of	22.7	28.7	54.7	10.	34.2	37.6	60.6	28.9	33.5
Total	22.6	21.3	19.8	14.1	30.6	23.3	29.7	13.	21.7

Here again a study of these tables shows a very great variation. Failures among institutions of the same type show a wide range. For illustration (considering totals) among teacher training institutions the range is from 3.6 per cent at the State Teachers College of Natchitoches, Louisiana, to 12.5 per cent at the South West Texas State Teachers College; among colleges for women, from 4.2 per cent at Georgia State College for Women to 17.9 per cent at Converse College; among private higher institutions, from 5.6 per cent at Transylvania College to 35.7 per cent at the College of Charleston; among technological institutions, from 9.2 per cent at Alabama Polytechnic Institute to 29.3 per cent at Texas A. & M. College; and among state universities, from 13.7 per cent at the University of Louisiana to 33.5 per cent at the University of Virginia.

When we turn from a consideration of totals for groups to the ranges in particular subjects, the results are fully as striking. If we take mathematics, for example, it is seen that the range of failures among teacher training institutions is from 0. per cent at four different institutions to 40.9 per cent at the North Texas State Teachers College at Denton; among colleges for women from 7.7 per cent at Florida State College for Women to 29.4 per cent at Coker College; among private higher institutions from 8.9 per cent at Transylvania College to 38.9 per cent at College of Charleston; among technological institutions from 15.2 per cent at the Citadel to 48.5 per cent at the Texas Agricultural and Mechanical College; and among state universities from 21.5 per cent at Louisiana State University to 42.6 per cent at the University of Alabama. This same wide range would be found if we studied any of the other subjects included in this report. On the whole the highest percentages of failures is for mathematics, 23.8 per cent.

In order to get a birdseye view, as it were, of the whole subject of failures in higher institutions, a final table in the form of a summary has been prepared. It follows:

TABLE XXIX

Showing the Percentages of Failures by Subjects for Various Types of Higher Institutions. Fall Semester 1928-29

Type of Higher Institution	Number Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total	Per Cent Failing One or More Subjects
Universities	40	19.3	20.8	16.8	12.2	28.7	21.9	25.	12.3	19.5	48.
Colleges	201	10.3	13.1	12.2	11.3	19.5	15.8	15.2	6.6	12.1	32.8
Teacher Training Institutions	39	10.2	5.6	8.	1.2	10.	9.7	8.6	5.2	7.5	26.2
Schools of Technology	16	15.	22.4	12.6	8.3	27.	25.1	25.8	10.7	18.3	49.6
Miscellaneous											
A'	124	10.1	17.9	19.4	8.9	23.7	18.9	21.7	10.1	14.4	31.7
B'	23	6.7	15.5	16.2	22.2	22.8	32.8	24.1	4.9	14.4	29.7
C'	55	6.	17.3	8.	0.	6.2	7.	3.2	7.5	7.7	28.4
Total	498	13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7	14.8	38.9

It is seen from these special group tables that practically one-half of the students in state universities, schools of technology, and private higher institutions; a little over one-third in colleges for women; and practically one-fourth in teachers colleges, fail one or more courses during the first quarter or semester of their freshman year. If we consider the total per cent of semester hours failed by the various types of higher institutions, we have 21.7 per cent for state universities; 19. per cent for schools of technology; 18.4 per cent for private higher institutions; 11.7 per cent for colleges for women; and 6.8 per cent for teacher training institutions.

While over twice as many students in state universities fail one or more courses as students do in teacher training institutions, practically three times the percentages of semester hours are failed by students in state universities as in teacher training institutions. One cannot keep from wondering about this situation and asking some questions like these: Why is this true? Is it an indication of higher standards in one of the types of institutions? Does one type of institution draw an inferior group of students? Is there more purpose behind one group of students than the other? etc., etc.

If we notice the institutions outside the Southern Association territory, we see there also a great variation in percentages of failures in the various groups of institutions. There are nearly three times as many percentages of semester hours failed in A' schools as in C' schools. Again one is led to ask why?

A study of failures in any subject for all the groups represented is interesting. In most any subject the range is strikingly wide. One cannot help but wonder why this is true and if there is any real scientific basis for marking students in these institutions of higher learning.

FAILURES BY COLLEGES

Table XXX and Figure 4 are presented to show what percentage of all these hours was passed or failed in each college. Table XXX shows that 67.8 per cent of the hours passed were in the Colleges of Arts and Sciences. Likewise 66.1 per cent of all the hours failed were in the same college. Approximately one-seventh of the work was done in Teachers Colleges; another seventh in Engineering Colleges; and two-thirds in Colleges of Arts and Sciences. The table shows further that the smallest percentage of failures is in the Teachers Colleges with 8.5 per cent. and the largest, in the Engineering Colleges, with 19.8 per cent.

TABLE XXX

Showing What Percentage of all the Hours Passed and Failed was in Each College and also the Percentage of Total Hours Carried in Each College That Was Failed.

Kind of College	Per Cent of Total Hours Passed	Per Cent of Total Hours Failed	Per Cent Failed by Each College
Teachers	14.2	7.5	8.5
Pharmacy	.2	.3	16.7
Law	.2	.0	.0
Arts and Science	67.8	66.1	14.5
Agriculture	1.6	1.8	16.2
Business Administration	4.3	7.6	23.5
Engineering	11.7	16.7	19.8
TOTAL	100.	100.	14.8

Table XXX is to be read as follows: Of the total hours passed 14.2 per cent were passed in Teachers Colleges; of the total hours failed 7.5 per cent were failed in Teachers Colleges; and 8.5 per cent of all the hours carried by Teachers Colleges were failed.

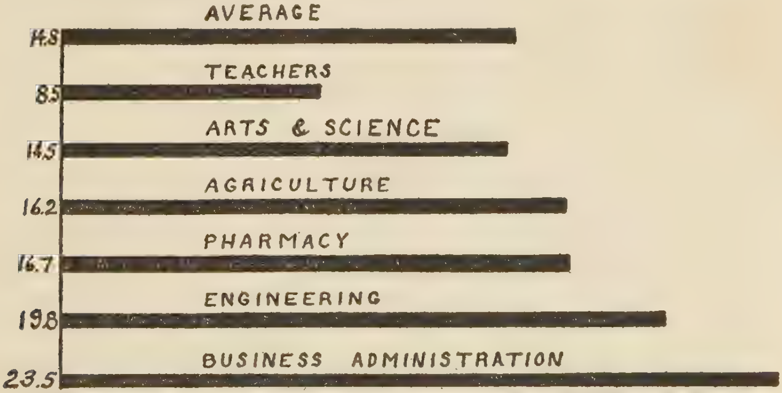

FIG. 5 – SHOWING GRAPHICALLY THE PERCENTAGES OF FAILURES BY COLLEGES

From Table XXX it is evident that this study is primarily one of Arts Colleges. About two-sevenths of the work is in Teachers' Colleges and Colleges of Engineering. Only about five per cent is found in all other types of colleges combined.

SUMMARY OF FAILURES IN HIGHER INSTITUTIONS

The following conclusions may be drawn from these data:

1. That there is a wide range of difference in the percentages of failures occurring in the various Southern higher institutions.

2. That there is a wide range of difference in the percentages of freshmen failing in the various subjects in any one institution.

3. That there is a wide range of difference in the percentages of students that fail in one or more subjects in the various types of higher institutions.

4. That failures are fewer among teacher-training institutions than among the other four groups of higher institutions.

5. That the percentages of freshmen failures are greater among state universities than among the other four types of higher institutions.

6. That, within the several types of higher institutions, the range of the percentages of failures is greater among the private higher institutions and smallest among the teacher training institutions.

7. That practically one-half of the students in state universities and schools of technology, practically one-third in woman's colleges, and practically one-fourth in teacher training institutions fail one or more courses during the first quarter or first semester of their freshman year.

8. That the percentage of students failing in one or more subjects ranges among specific institutions from 0 per cent, at the State Teachers College of Hattiesburg, Mississippi, to 70.6 per cent, at the Texas A. & M. College.

9. That if we rank types of higher institutions according to the percentages of semester hours failed, we have the following: universities, 19.5 per cent; technological institutions, 18.3 per cent; colleges, 12.1 per cent, and teacher training institutions, 7. per cent. If we arrange them according to the percentages of students failing in one or more subjects we have the following: Universities, 48. per cent; schools of technology, 49.6 per cent; colleges, 32.8 per cent, and teacher training institutions, 26.2 per cent.

10. That institutions accredited by the Southern Association have a much higher percentage of failures than do the non-accredited institutions within the territory with the exception of the teacher training institutions.

11. That there seems to be no scientific basis used by the higher institutions, as a rule, in marking their students.

12. That the matter of marks assigned students in higher institutions is evidently, as a rule, left entirely to the personal opinion of the instructors.

13. That there is a large element of truth in the contention of secondary school men that marking is on so unscientific a basis, and is so lacking in uniformity among the higher institutions, that the percentage of failures a secondary school has credited against it in this report is determined very largely by the type of higher institutions and the particular college which its graduates chance to select for their higher education.

14. These same conclusions were drawn from the other four reports. Except for a few minor differences the same findings for the last five reports are the same.

PART V.

Papers and Addresses

PRESIDENTIAL ADDRESS

PUBLIC EDUCATION, IN FUNCTION, A PARADOX

President R. L. Marquis, *North Texas State Teachers College*

Columbus decided to journey east, sailed west, and gave the world a new continent. Watt set out to develop a machine that would pump water from mines. He gave us the steam engine and locomotive. Henry Ford saw visions of a power-driven racing car and, with his invention, put the world on wheels. And so it has been through the ages. The history of our experiment in public education at public expense is no exception to the rule of contraries and it illustrates again how things come true up-side-down, and the verities appear when we invert our formulas, paradoxes becoming parables.

In order to find the "place of public education" in our scheme of education and in our national life, we must, first of all, account for its existence. We need to know why it came to be, how it came to be, and in what manner it has functioned.

Historically, there is abundance of evidence to show that prior to the launching of our experiment in public education, people generally had been losing their belief in "Divine Right" and priestly custody of Olympian keys. There developed also the idea that free children should be educated in free schools, and that education is a function of the state. Those who had suffered and were suffering from class distinctions had never found an answer to the old question: "When Adam delved and Eve span, who then was the gentleman?" It was an abiding belief that fundamentally men were equal, were, in fact, created equal, and that apparent inequalities were not real, but would disappear with the establishment of equal opportunity. Public education at public expense would, it was believed, provide such an opportunity to each to prove himself equal to all.

During a period of 5,000 years man has struggled to establish correct human relationships. "Do not do unto others" was vastly improved after 3,000 years by "Do unto others." "The fatherhood of God and the brotherhood of man" belief and practice has never crossed national boundaries, but has gained some adherents in more favored sections. But little such teaching has ever reached the ears of those who needed most to hear it. Two thousand years ago Jesus declared that the poor had the good news. But it was not until the second half of the eighteenth century that Rousseau and his contemporaries began to teach Frenchmen, Western Europeans, and the Colonies that proper human relationships are not settled by the practice of providing trial by "jury of his peers."

Seeds from this sowing in France and Western Europe were scattered to America, and they rapidly became shoots and sturdy plants in this most favorable environment during the last quarter of that century. Jefferson's Declaration of equality and his Plan for free education for free children are but the echoes of French thought against the prevalent economical, social, and governmental inequalities suffered by Europeans.

In all of the Declaration of Independence no paragraph struck a more responsive chord than "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." Following this Declaration of 1777, Jefferson proposed his Plan of 1779, "providing for free schools and for the training of all free children, both male and female, in reading, writing and arithmetic," which plan was equally as popular as his Declaration because men had come to believe that education determined opportunity and opportunity determined class distinctions. Men believed that common educational opportunities meant the realization of equality because they believed the "Declaration" that men were created equal.

Out of Jefferson's Declaration and Plan has come the greatest experiment in democracy that the world has ever seen, the American public school. From the beginning of the nineteenth century the philosophical and political tice of equality ran strong. Lamark and his disciples gave added strength to its general acceptance based on his theory of inheritance of acquired characteristics. Thinkers generally accepted the belief that men are creatures of their environment, and they further accepted the corollary that by controlling environment we may fashion men. What a responsibility such a theory placed upon the school man and the school! That such a belief greatly influenced the trend of public education during its early years is a matter of common knowledge.

After a half century the results of our novel experiment were not gratifying. Something was wrong. Men did not move up and men did not move down. Darwin, writing in the field of zoology, particularly disturbed the thinking of the time by presenting overwhelming masses of data proving that animals and plants are produced in too great numbers to survive and that hereditary characteristics largely determined success or failure in life. Spencer further disturbed complacent ones with his interpretation of Darwin and his declaration of the theory of struggle and survival. "Only the fittest survive." The fact, heredity and struggle and survival, blasted the very foundations from under the original idea of public education because the plan rested upon the declaration and belief that men are created equal, and public education was to be the means of supplying opportunity to all for achieving equality.

With mountains of evidence to the contrary notwithstanding, the belief in the triumph of public education as a democratizer gained momentum. The answer to the biologists and the psychologists was, "Man is different; he is not amenable to the laws of heredity and is not a creature of struggle and survival." Ardent supporters of the experiment agreed, however, that though results had been disappointing, the failure was chargeable, they held, not to the foundational facts, but to the machinery of education. "Improve the machine and thus improve the product" became the plan of further experiment. The following modifications of the machine have therefore been made from time to time:

First, we do something to the curriculum; it is enlarged by adding to reading, writing, and arithmetic: 1. languages, 2. humanities, 3. sciences, 4. vocations. Results: inequalities magnified.

Second, we do something to the pupils; we employ: 1. compulsory attendance, 2. compulsory medical attention, 3. a diet regimen, and 4. a social worker to deal with home environment and parental shortcomings. Results: inequalities more clearly magnified.

Third: 1. we adopt uniform text-books, 2. we require standardization of the teachers, 3. we supply directors and supervisors. Results: inequalities magnified and admitted.

Convinced that people are different and that "like begets like," man not excepted, we are vigorously engaged in a fourth plan to make use of our highly developed, complex public education machine. Binet, another Frenchman, has led the way. He and his associates, recognizing wide-spread variance in human intelligence, undertook to measure intelligence just when we were about to lose faith in the great American experiment and throw the machine into the discard. With our acceptance of inequalities as a fact, we are able to recognize individuals, and our problem has become the education of persons, rather than the education of groups. By undertaking to educate individuals, we hope to give each his chance to do his part and to live his life, recognizing all the time that he is equal to none and like no other individual in the world.

Compare "Our Educational Creed," as pronounced by Frank D. Boynton, president of the Department of Superintendence, National Education Association, February, 1929, with Jefferson's Declaration of equality. They are not only one hundred and fifty years apart, but they are diametrically opposite in their meaning.

OUR EDUCATIONAL CREED

"There is a doctrine that is fundamental in American education. That is: that every child born in or adopted by this republic has by virtue of that fact, the right to have developed, through education, whatever of talent he may possess without reference to the quality, quantity, or type of that talent, under conditions favorable to such development; and that he shall have assured to him the opportunity to go as far as his ability and ambition will permit in order that he may live his life more abundantly than he otherwise could."

Convinced that men are equal, that any attempt to force equality is harmful, we are making the educational machine set up for establishing equality serve us in our search for quality, and we further use it as a means for finding a nation's real resources, brains, wherever they may be found.

In function public education has become a paradox. It is today interested in and rests upon a psychology that is individual; equality as an end or desire is discarded; quality is sought out of inequality; and each individual is given an opportunity that is fully equal to his ability to use his opportunity.

The great American experiment was founded upon the conviction that men are created equal.

Education was believed to be the magic that would establish equality.

Rousseau, Jefferson, and Lamark strengthened this belief, and public education at public expense became a national policy.

Public education seemed to magnify inequalities.

The educational machine was enlarged, extended, and standardized.

Darwin, Spencer, and Binet rendered the theory of equality untenable.

Our educational machine is old, complex, and expensive; instead of discarding it, we have adapted it to new uses, and it serves us as a device for discovering inequalities and for educating the youth on the basis of inequalities.

Thus, in function the machine devised for providing public education at public expense is a paradox of the purpose for which it was created.

PROFESSIONAL TRAINING FOR COLLEGE AND UNIVERSITY INSTRUCTORS

CHARLES H. JUDD, *University of Chicago.*

A young man who becomes a candidate for a position on the faculty of a German university goes through an apprenticeship which is long, unremunerative and rigorously selective. Such a candidate first becomes a doctor of philosophy. He then presents himself to the department of his choice after a period of intensive study and after he has produced a second thesis more elaborate than that on the basis of which he took his doctorate. The departmental officers examine him and if they accept him, he is appointed *privat docent* with permission to offer lectures in the university. Usually the lectures which he gives are limited to one or two a week. Furthermore, an immediate and concrete indication of the quality of his performance appears in the number of students whom he can attract. The only compensation he receives consists of fees from the students who elect to attend his lectures. Many a *privat docent* never attains higher rank. No *privat docent* ever reaches the next higher rank which corresponds to our assistant professorship until after some years of trial.

In France the apprenticeship is through the secondary schools. For admission to the faculty of the lycee, a candidate must have thorough, advanced training in subject matter and in the professional courses given in the higher normal school. The successful teacher in the secondary school may rise to the rank of university professor, but he can do so only by exhibiting the qualities of a successful teacher and also the qualities of a productive scholar.

One of the conditions which explains the practice of European countries is the relatively small number of institutions of higher learning in each country. The selection of intellectual leaders for the few centers of learning is rendered, through competition for places, a process far more drastic and protracted than anything to be found in this country. In fact it must be recognized that our effort in the United States to make a college education possible for almost a million students each year has taxed the ability of the older generation to supply instructors to the point where it begins to look as though standards of instruction are seriously endangered.

Perhaps it hardly needs to be considered further, but I shall impose on your patience for a moment to make in some detail a comparison between the long, strenuous apprenticeship of Germany and France and our own treatment of young instructors. Instead of requiring a beginner to prepare one or two carefully considered lectures a week, American institutions give the youngest members of the faculty the heaviest teaching programs. Instead of making it possible for young instructors to devote themselves exclusively to study, American institutions are accustomed to impose on novitiates all kinds of administrative duties. Full well do I recall that I was asked in the first year of my service in a New England college to help edit the catalogue.

If it were necessary to establish the point which I have been making when I say that college instructors in this country are not trained through a carefully organized apprenticeship, I might appeal to the experience of every graduate school. Students who have just received the doctor's degree step into positions these days which are so much higher in grade and in the salaries which they bring than were the beginning positions a generation ago that the older members of our profession are often moved to envy. These good positions are, however, exacting in their demands for immediate participation in a great variety of duties for which the courses leading to the doctor's degree give no direct preparation.

The rush of students into college and the competition for teachers has produced a group of young college teachers who have to be described as "unseansoned." Indeed, if one were in the mood to be entirely frank, one would probably use a stronger term than "unseasoned".

Perhaps an even more deplorable fact is that we find very few institutions which are even remotely attempting to provide a substitute for the apprenticeship required in Europe. Indeed, many college teachers have done what the psychiatrists tell us all human beings are likely to do when they are in the wrong and become vaguely aware of their error. The psychiatrists say that a man who has done wrong or is inferior in some trait will satisfy himself by rationalizing the situation and will tell himself that his failing is a virtue. I have heard college teachers say that it is unnecessary to think about methods of presenting materials to a class. I have heard in my day in higher academic circles much scoffing at that institution which has given attention to the organization of instruction in the lower schools. I am sure that everyone in this company will support me in the statement that it is the fashion of our profession to speak lightly of methods of teaching. I am disposed to apply the formula of the psychiatrist and to say that the reason why some college professors scoff at methods of teaching is that they are determined to spare themselves the mental effort which would be required to refine their own methods.

It is not my purpose to advocate a sudden reversal of the attitude of college teachers. If all of the unseasoned college teachers in the country should suddenly recognize their deficiencies and should ask to be professionally trained, there would be no adequate energy in institutions of higher learning to meet the demand for help. Speaking quite frankly, it must be said that we know how to give wholesome training to elementary school teachers and to teachers in the secondary schools but we are not equipped to give equally systematized professional training to college teachers.

I mean by this statement to bring out such facts as these: nobody has made a truly scientific study of the relative efficiency of a lecture as compared with a laboratory exercise or an assigned reading. The result is that when somebody attacks the lecture method, we all take sides and a verbal battle is waged without appeal to facts on either side and without significant results for academic practice. American institutions have been so absorbed in the duties incident to a prodigious expansion that refinements of operating methods have been left out of consideration.

It looks as though a new era were about to open. The Association of American Colleges asks the graduate schools to give some attention to the training of doctors of philosophy to teach. The dean of a great eastern college raises his voice to denounce the holders of the degree which American institutions confer for research and bears testimony out of his experience that too often doctors of philosophy are incompetent to communicate that which they are supposed to have mastered. A few university presidents are beginning to develop in the institutions over which they preside agencies which are studying the problems of college administration and instruction. One thinks especially of the University of Minnesota, of Ohio State and of the institution whose hospitality is being enjoyed today by this association.

If the new era is indeed here, it is very timely that we consider the steps which ought to be taken to give professional training to college teachers. As a contribution to the discussion of the question thus suggested, I have the following concrete recommendations to make.

First, I recommend that all college teachers take time to learn about the characteristics of the American educational system. The fact is that our educational system is one of the unique achievements of civilization. Beginning with imitation of England, Germany, and France, our schools and colleges have evolved in keeping with our social order into institutions which are among the most characteristic expressions of democracy. College teachers ought to understand how American secondary schools differ from the secondary schools of all other countries. College teachers ought to understand that American schools and colleges are locally controlled and are, in this respect, totally different from the institutions of other nations. College teachers ought to understand that school surveys and a science of education are the products of democratic management of schools. Even the primary schools are of interest and importance to those who teach in higher institutions. College teachers ought to know that elementary education is rapidly reaching the stage where six years will be adequate for the work that used to be done in most American states in eight years. Some of you in the South have the good fortune to have seven-year elementary schools. You and your colleagues should understand how you inherited this good fortune and what you ought to do with your seven-year schools. All of us need in this connection to study the possibilities of economy at the higher levels of education.

The reason why I am making this plea for a study of the American educational system by college teachers is that no pupil who passes through schools secures an understanding of the system as a system. We have been assuming that college teachers understand high schools and elementary schools because they were once pupils in these schools. The fact is that the ordinary member of a college faculty does not know any more about the real problems of a high school than the ordinary citizen knows about the rules of debate in the United States Senate. This comparison is not intended to incriminate the ordinary citizen; it is merely an effort to find an example of total ignorance.

My second suggestion is that every prospective college teacher meet with others of like expectations in a seminar or other group and under the best leadership available discuss problems of college teaching. Let such seminars in various institutions ask what is the appropriate treatment of a junior-college student as compared with the treatment which should properly be accorded to a senior-college student? How far should a student who is specializing in literature study science, and what kind of a course in science should be prepared for literary specialists? How far do college students differ from one another in ability to read? What should an instructor do with a written exercise to make it an efficient instrument of instruction? What is an examination? What is a mark?

I know that there are among us those who think of all these problems as trivial and even as irrelevant to the great business of expressing their personalities. I hold that the college teacher who is unwilling to understand the problems which he encounters in his work is no less unworthy of his post than would be the engineer who would build a bridge without giving himself the trouble to make irksome calculations as to load and span.

It is true, as I pointed out, that we have no apprenticeship system in American colleges. This fact seems to me to make it imperative that we use intelligence as a substitute for the trial and error method developing satisfactory teachers and the drastic selection by which Europe has produced her university staffs. If we can meet some of the everyday problems of American college teaching by foresight and intelligence, we can repair the deficiency which now exists in many quarters in our colleges through lack of concentration of attention on instructional problems.

Let me take a trivial case. When I began teaching, I was troubled as to the best method of dealing with a student who bated me with foolish questions. One of my older colleagues told me how to deal with this kind of a case. Why should younger teachers not have the advantage of the accumulated experience of their older colleagues? The recommendation of a course in college problems is made with a view to providing young teachers with helpful advice. This course should be taken by every prospective teacher and might be reviewed to advantage by older teachers about every seventh or eighth year.

My third recommendation is likely to arouse more opposition than the others which I have made. I recommend that young college teachers be supervised in the first stages of their contact with classes. There is a tradition in American colleges that a teacher's classroom is his castle. Many a teacher intrenched behind this tradition delivers half-prepared lectures or worse and conducts recitations in a casual manner which he would not for a moment think of adopting if the head of his department were in the class. My former colleague, the late Professor Salisbury, used to go regularly to the classes of young instructors in his department and the result was a grade of teaching in his department distinctly superior to the average of college performances.

One difficulty in the way of the adoption of this third recommendation, that college teachers be helped to learn methods of teaching by being supervised, is that there are very few trained supervisors in American higher institutions. One may venture the assertion that supervision of college teaching is a non-existing or at least a lost art. Supervision will never be effective until a number of really intelligent people turn their minds to the study of what constitutes good teaching. My plea for supervision passes, therefore, without a break in the argument into a plea for a scientific study by somebody of what constitutes good college teaching. Somebody will have to do for the college what has been done so successfully for the lower schools, namely, make an analysis of teaching.

In order to make clear what I am trying to say, let us consider a few examples of scientific studies of college teaching which can safely be recommended. How far should library methods be carried? Shall the student study one book, the textbook, intensively or shall he go to a library where many books are accessible? Is a new-type examination with its factual precision and its definiteness of grading more or less useful as an instrument of teaching than the older type of examination with its essay answers? When is a lecture the most effective method of instruction and what are the characteristics of a good lecture?

If such educational problems and others quite as easy to name were problems in engineering, they would be thought of as subjects for the most energetic experimental attack. Is not the time at hand when our institutions of college and university rank ought to be willing to devote some part of their energy to securing a body of scientific evidence which will direct practice? I shall not attempt to locate the blame for neglect in the past of careful studies which are the essential antecedents of intelligent trading practice in colleges. The fact is that whatever have been the omissions of the past, we are faced today with the necessity of being more economical of human energy than we have ever been before. Waste in education is no less criminal than waste in other lines. We are asked by an intelligent public to apply to our own profession the methods of scientific analysis which we advise others to apply to the problems of business and industry.

Three recommendations have been made. College teachers in the making should study the educational system; they should study problems of college teaching; they should be supervised in their early efforts and guided by scientifically ascertained principles.

If there is any disposition to act favorably on these recommendations, the question immediately arises, What is the machinery by which these recommendations are to be carried out? Put in other terms, the question takes this form: Who is to give prospective college teachers the courses suggested?

I am well aware that college faculties are very likely to object to any proposal that prospective college teachers be required to take courses in the department of education. May I venture the personal remark that I have opposed in the North Central Association the motion which has several times been made by secondary-school men that standard colleges be required to select as teachers only such persons as have pursued in addition to courses in subject-matter, fifteen semester hours in Education. My reasons for opposing this motion were that departments of education are, in my judgment, not equipped to give such courses, and colleges are not yet ready, in general, to give serious consideration to problems of teaching. Under existing conditions, I should be afraid that nothing but the most formal courses would be given.

Furthermore, in our own institution I have taken steadfastly the position that the Department of Education will devote its attention to elementary and secondary education until such time as the other University departments express themselves as desirous of adopting a program of study of the problems of college teaching.

As was said earlier in this paper, the time seems to have come when the workers in the department of education are called upon to co-operate with their colleagues in attacking the problems of college teaching. Our own institution under vigorous administrative leadership has launched a program of self survey and of direct attention to the training of prospective teachers. This has been done with the fullest possible recognition of the necessity of proceeding experimentally and with the co-operation of all departments including education. The most important fact about our program is that it has been adopted and is in its initial stages. The most appropriate appeal to make to all institutions at the present time is that co-operative undertakings in this line be entered upon. By the phrase, co-operative undertakings, I mean experiments in which all divisions of the institution share. My answer to the question, "Who shall train college teachers?" is that all the departments in colleges and universities must have a part in this work. Departments of education can and will gladly co-operate but they must not be asked to inaugurate a movement in which the institution as a whole does not join.

I cannot close this paper without a final suggestion and a word of greeting from that other regional association with which the Southern Association has always co-operated on such friendly terms.

My suggestion is that you create a committee to encourage and oversee experiments in the training of college teachers. You have within your borders leaders to whom the nation looks for guidance in all virtuous and progressive movements. The professional training of college teachers is one of the most urgent needs of American education. The South with its new enthusiasm for education can do much to help in the program which is at hand.

Finally, let me repeat what has so often been said at your meetings by representatives of the North Central Association. We who live north of the line look to you for neighborly co-operation and for legitimate rivalry in all forms of educational achievement. We always welcome the opportunity to share in your councils and to learn from your example.

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THE PLACE OF THE TECHNOLOGICAL COLLEGE IN HIGHER EDUCATION

By CHARLES E. FRILEY, *Dean, School of Arts and Sciences, Agricultural and Mechanical College of Texas*

The technological college is a comparative youngster in the family of institutions of higher learning. In its essence and underlying principles it was conceived in the brains of a few fearless souls of the sixteenth and seventeenth centuries, in revolt against the autocratic authority of Medievalism, and it was brought forth in the throes of the industrial revolution and the consequent commercial rivalry of nations. In its childhood days it was cuffed about and subjected to taunts and jeers by the adherents of scholasticism and the devotees at the shrine of the seven liberal arts, but it seemed to thrive on such hazing and rough treatment, and held tenaciously to its rights until it was accorded the recognition to which it is justly entitled in the circle of the learned.

Will you bear with me while I dip into the past to sketch briefly the background upon which was developed this young, vigorous, aggressive and hard-working member of the educational family?

In ancient times the ways of looking at some of the problems of life were often the reverse of those that now prevail. The master, Aristotle, whose great aim was to produce intelligent citizens for his state, said in his "Politics":

> "No low mechanic ought to be admitted to the rights of a citizen, nor any other sort of people whose employment is not productive of virtue."

And Plato, in his remarkable study of the State, says:

> "Mean employment and manual arts are a reproach. The soldier who leaves his comrades or throws away his arms should be degraded into the ranks of a husbandman or an artisan."

It seems, then, that the ancient philosophy disdained to be useful. Macaulay reminds us that Seneca, the self-satisfied old Roman, once exclaimed that the discovery of the principle of the arch was of no moment. It does not matter to the truly wise man, Seneca declared, whether he has an arched roof over his head, or, indeed, any roof at all. He is bent only on perfecting his moral nature and his great aim is not to investigate facts but to make himself independent of all material things, of all mechanical contrivances. Seneca, also, thought that the inventing of devices was drudgery, fit only for the lowest slaves.

Again, an ancient goemetrician, a friend of Plato, had invented some extraordinary mechanical devices on mathematical principles. Plato remonstrated with him, declaring that "this was to degrade a noble intellectual exercise into a low craft, fit only for carpenters and wheelwrights." The office of goemetry, he said, was to discipline the mind, not to minister to the base wants of the body.

Even Archimedes, the great scientist and inventor, expressed himself as half-ashamed of his inventions, which were the wonder of the ancient world. He spoke of them as trifles with which a mathematician might be suffered to relax his mind after intense application to the higher and really important aspects of his science.

So, to the learned man of old, science was indistinguishable from philosophy. He looked up to God and in at himself and out upon the world with little difference in the mood and manner and interpretation of the three observations. His speculations about nature and her laws, untrammeled by any accurate data and unfettered by the existence of any instruments of precision of measurement and observation, ranged from philosophy to poetry, and from both to religion. The world and its phenomena were to him still an unmeasured mystery.

On another occasion Aristotle said: "Look into your own minds, study the nature of thought, look into the nature of things, and thus you will be able to reason out the course of things."

The Aristotelian philosophy prevailed until the seventeenth century. At length came Bacon and Descartes. Their methods were the opposite. They said, study things not so much in their nature—which you cannot know merely by a process of reasoning—as in their characteristics and relations. You are to reason from their external appearance and characteristics, which everybody can investigate and in some sense understand, into their internal natures. Thus it was that the Baconian philosophy had for its aim the setting of all thinking beings to the task of examining the things everywhere about them. And when recorded observations began to disclose sequences and progressions and unfailing rules of nature's conduct, then the race of men took heart and dared to think that the quiet processes of human reason were, after all, the most godlike things in the universe. The wild and evil spirits of the sea and the earth and the air were unmasked and overthrown.

In an eloquent passage in one of his letters, Bacon said that "nothing can be too insignificant for the attention of the wisest which is not too insignificant to give pleasure or pain to the meanest." The philosophy of the ancients began in introspection and ended in sublime self-contemplation. The philosophy of Bacon began in observation and ended in the applied arts. His was the first clear voice to proclaim the truth that the end of scientific knowledge is not alone the glory of God, but also, and not less important, the alleviation of the lot of common men. His teachings were followed in the course of the eighteenth century by the birth of the Natural Sciences, upon which foundation the great schools of technology were later established.

In its educational significance this movement opened up the whole realm of nature as the legitimate field of investigation and study. The work of the universities had heretofore been confined to the teaching of the four learned professions, and in none of them was investigation carried on in the modern spirit; because the sciences had not been born and could not come into existence until the inductive methods of Bacon had come to prevail.

Such a momentous and radical change was necessarily slow in its development. But here and there a man caught the new spirit and preached the new doctrine. The most enlightened man of the next generation was Milton. He had in the vast stores of his mind all the wealth of ancient learning, but he did not suffer his culture to hide his stalwart republicanism. He saw the full significance of the new philosophy and every page of his famous tractate on Education breathes the modern spirit. His definition of education seems to cover very completely all that is comprehended in the modern technological college viewed in its broadest aspects: "I call a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both private and public, of peace and war."

Slowly men everywhere began looking into things, in spite of the resistance of older institutions, and thinking of the ways by which the means of subsistence and the comforts of life could be improved. The result was that within a century there was brought forth the most remarkable succession of inventions in recorded history. The power loom, the spinning jenny, the application of steam to the driving of machinery, the cotton gin, the locomotive engine, the building of roads and canals, not only changed all the methods of existence, but also made every man the near neighbor of his fellow man.

England was the first to take advantage of these new and revolutionary inventions, but it was also in England that the educational results of the inventions were slowest and latest in making themselves felt. The Statesmen of France and Germany soon saw that nothing but a systematic establishment of technical schools would regain for the nations of the continent the industrial importance which they had lost to England. So industrial and technical schools were rapidly established, the first being the Ecole Polytechnique, in 1795. England quickly saw her danger and followed suit. Today the excellent system of technical institutions in Europe is too well known for detailed comment.

The revolution in agriculture was equally striking and equally important. Although agricultural schools had been established in Germany early in the nineteenth century, it was not until the publication in 1844 of Liebig's famous work on "Chemistry as Applied to Agriculture," that any real impulse was given to agricultural schools. But Liebig proved two things beyond the possibility of a doubt. The first was that however great the draft upon the soil, the fertility may be fully maintained and even increased by restoring to the soil the mineral and organic matter taken from it at the harvest. The second truth, and even more important than the other, was that the proportions and quantities of the ingredients taken up by the several crops are so variable and so different under differing circumstances that nothing less than a careful and scientific study of soils will enable one to restore those ingredients in the most efficient and economic proportions. For the encouragement of such studies, schools and colleges of agriculture quickly sprang up.

In America, leaders of thought and opinion in the early nineteenth century soon saw the benefits which would result if the people generally could be instructed in the application of the sciences to the common purposes of life. Franklin's opinions upon this subject are well known. John Adams believed that the state should make provisions for this purpose, and Jefferson also proposed a school of technical philosophy, to be maintained wholly at public expense, where various artisans could learn as much of the sciences, as then known, as might be necessary to pursue their work understandingly.

The first permanent institution to be established in this country primarily for the teaching of science and engineering was the Rensselaer Polytechnic Institute, founded in 1824 at Troy, New York, by Stephen Van Rensselaer. In a letter to one of his friends he defined his object in establishing the school in the following words:

> "I have established a school in the north end of Troy for the purpose of instructing persons who may choose to devote themselves to the application of science to the common purposes of life. My principal object is to qualify teachers for instructing the sons and daughters of farmers and mechanics, by lectures and otherwise, in the application of experimental chemistry, philosophy, and natural history to agriculture, domestic economy, the arts and manufactures."

For forty years after the founding of Rensselaer, the development of education in technology was comparatively slow. It was necessary to combat classical prejudice, which was strong everywhere. The man of science felt that he was on one track; the classicist felt that he was on another. There was little feeling of common purpose, and it occurred to few of them that ultimately the tracks must meet. It was a long road before the physical began to rank with the metaphysical, or, as John Sweet expressed it, before the man who knew what to do and how to do it was given recognition equal to that accorded the man who knew only what had been done and who did it.

On July 2, 1862, in the midst of one of the darkest periods in the nation's history, Abraham Lincoln turned aside from the other vital problems confronting him to affix his signature to a bill which was fraught with incalculable opportunities for good in the nation's educational and industrial life. The fact that Senator Morrill, the author of the famous Land Grant Act, was not a college man probably enabled him to analyze the situation impartially and gain a clear view of the nation's educational needs. He saw that the warfare of the future would be primarily industrial and commercial warfare, and that the nation which was to secure and maintain the supremacy in this competition must be adequately trained for the work. For five years he championed his bill in Congress, in the face of what seemed at times insurmountable odds, before his efforts were crowned with success.

The Land Grant Act provided that there should be established in each State which took advantage of its provisions at least one College "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

No clearer or more convincing statement of the philosophy of this new education, or its place in the scheme of our educational system, can be found than in Senator Morrill's addresses in Congress during his fight for the Act, and in his later utterances. He did not desire that literary colleges should be superseded, or be in any sense dwarfed. He felt that none of the older institutions could have any reason to complain at the prospect of augmenting the number of educated young men, nor could they complain when their ranks were reinforced by an additional corps of teachers—though differently equipped who were enlisted in the great work of training men for useful careers. He felt that thorough culture was contagious, and that one educated young man could create an educational epidemic in a whole neighborhood. His principal contention was that, in educational institutions of the highest standing, scholarship in useful learning should stand as the equal of scholarship in any other branch of education, and that it was equally valuable in fashioning men for distinction in society, making them valuable citizens, authorities and ornaments in their respective vocations, and entitling them to the honors of a college, as much as anything to be found in the humanities of the traditional four-year university curriculum.

Speaking at the Massachusetts Agricultural College in 1875, Morrill said:

> "These Colleges were founded on the idea that a higher and broader education should be placed in every State within the reach of those whose destiny assigns them to, or who may have the courage to choose, industrial vocations where the wealth of nations is produced; where advanced civilization unfolds its comforts, and where a much larger number of people need wider educational advantages and impatiently await their possession. The design was to open the door to a liberal education for this large class, and to offer not only sound literary instruction but something more applicable to the productive employments of life. The colleges were established on a sure and perpetual foundation, accessible to all, and especially to the sons of toil, where all the sciences needful for the practical vocations of life may be taught, and where agriculture, the basis of present and future prosperity, may find troops of earnest and loyal friends studying its familiar and recondite economies, and at last elevating it to the highest standards of educational attainment."

Today the institutions of technology which are spread over the land have dedicated themselves to the thesis that the education of a body of men in pure science and in the humanities, combined at the same time with a knowledge of the mechanic arts, is the vital bridge over which science can alone become the implement of man. The great army of engineers and scientists who have gone out from these colleges and who today are applying science to the control of force and to the production of definite and increasingly useful things are men trained in precision of thought. To them every step is the quantitative valuation of forces and materials. They have not merely been shown how to do a particular job, but they have been encouraged in original thinking and in scientific investigation and knowledge far beyond the obvious mechanical necessities of their profession.

Incidentally, the recent advances in the social sciences did not come until their leaders had grasped from the technical fields the necessity for precision of thought and evaluation of forces in the study of the moral, social and economic problems of the nation.

In the past fifty or sixty years the fields to be covered by technological training have multiplied at a rapid rate, including such subjects as automotive engineering, electrical transmission of power, electrical communication, gas and fuel engineering, refrigeration, aeronautics, the application of engineering to agriculture, and many phases of chemical and physical engineering, closely related to and fundamental in our industrial development.

Correspondingly, the problems confronting the worker in technical fields are growing more and more difficult. He must plan longer spans, greater structures, more efficient prime movers, the transmission of power over greater distances, and the control of floods for safety and irrigation; he must cope with the problems of industry, where an improvement in equipment, in the efficiency of a process, or the prevention of waste, may mean the life of a great industrial enterprise.

In the practice of his profession the technologist cannot always be content with the scientific data at his disposal. He must often take the initiative in its production, working in conjunction with the expert mathematician, physicist, chemist, geolgist and even the biologist. To know when and how to use the services of experts, scientific or otherwise, is an important factor in technical training.

Our dependence upon the public utilities for transportation, communication and power, for so many of the necessities and comforts of life, is such that the relation between the companies operating them and the public is one of the dominant and most perplexing questions of the day. It is to the engineer, serving as an expert, or on the Public Service Commissions, or as their advisors, that we must look for that form of regulation which will be fair to the public and to the producer alike and thus avert the disaster that is likely to follow public ownership.

Sound financing is essential to progress in industry, so much so that financial institutions constantly require the services of technically trained men. In industry and many forms of business a technical training is often the best preparation for administrative positions. In the varied fields of business the technical man's usefulness depends largely upon his ability to determine costs of production and construction, to prepare reports and present facts to Boards or Commissions. Hence the growing importance of such subjects as ecnomics, accounting and report writing in his education, and the growing conviction that the modern engineer should be less a technician than a man of broad general training, less an expert mechanic or electrician and more a man thoroughly grounded in the pure sciences, with especial ability to face new problems and to prosecute original investigation.

In the consideration of the complex questions that arise between capital and labor, between Government and industry, or in the formation of laws and ordinances, the engineer is destined to take an increasingly important role. In many of the affairs of the community in which he lives he is well qualified to serve or advise; hence it is highly important that his training include the principles of government, national, state and local. It is not through the mere vagaries of chance that a great engineer is today guiding the destinies of the United States, and another great engineer steers the Ship of State in our sister republic of the South.

The engineer or technologist must assume responsibility and guarantee results more than other professional men. The results of his work can generally be measured or tested. Consequently, the things that develop courage in taking responsibility and getting at the facts of a case must be emphasized in his training. He should look at every task with an open mind, with a view to securing information that will enable him, or someone else, to do it better in the future, a producer of knowledge, not alone a consumer, a leader as well as a follower in his profession.

The ideal of modern society is not the versatile man, but the competent man able to work in full harmony with other types of men. Technology is a distinctive profession, and the technological colleges have gained their eminence by holding to their distinctive role and refusing to permit it to become ill defined. Their sphere of usefulness in the future depends upon their ability to extend the reaches of technological methods and ideals to larger realms of life, and by sending out into the world young men who will be eagerly sought as team-mates by other types of men.

Finally, may I say that the technological college is vital in the scheme of American higher education. It is not a rival but a close ally of the humanities. In the realm of scholarship there should be no jealousies or rivalries. Every function of the human mind has its fitting and allotted place in the development of civilization.

THE PLACE OF THE WOMAN'S COLLEGE IN HIGHER EDUCATION

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The most complete work on the education of women yet published is a two-volume treatise by Professor Woody, of the University of Pennsylvania, which has just been issued by the Science Press. According to Professor Woody, the purposes of women's education in the United States may be arranged according to historical development under the following heads:

"(1) Preparation for home duties; (2) cultivation of formal gentility and grace for their social value, through a variety of accomplishments; (3) discipline of the 'mental powers' so that women might be ready for any emergency in life; and (4) more specific preparation for a variety of professional opportunities."

Preparation for home duties was the dominant note in woman's education in colonial days and was achieved mainly in the home. This was gradually superseded by the second motive—the cultivation of grace and charm. From the middle of the Eighteenth to the second quarter of the Nineteenth Century this idea was prevalent. Noah Webster about 1790 was but reflecting the sentiment of the times when he defined "a good education for ladies" as that which renders them "correct in their manners, respectable in their families, and agreeable in society." This ideal in fact largely dominated the practice of the majority of the seminaries and academies till the middle of the Nineteenth Century. By this time the disciplinary idea of education for women took hold. They must be prepared for life as well as for society or the home, hence the emphasis on the type of training which the men's colleges provided. Finally the vocational or professional purpose became more clearly evident in the last decade of the Nineteenth Century. Since the beginning of the present century this motif in woman's education has assumed increasing importance not only in the elementary and high schools but in the colleges and universities.

This outline of the story of woman's education in general in the United States applies equally to the institutions exclusively for women. Time will not permit tracing this story but with this background in mind the present position of the woman's college in higher education may be more easily understood.

It is the purpose of this paper to sketch in brief outline the status of the women's colleges in America and to study in some detail the development of these institutions in the southern states.

Few colleges exclusively for women are found outside the southern and Atlantic seaboard states. Several reasons may be assigned for this fact but perhaps the chief reason is the fact that the right of women to higher education was established before there was much development in higher education in the west which resulted in provision for women in the state universities and other colleges. However, the western states seemed to have been more inclined to coeducation even before there was much interest in the woman's college in the east for as early as 1850, fifteen years before the founding of Vassar College, the University of Utah was established, admitting women from the first. Then followed the opening of the University of Washington in 1852 and Iowa in 1856, which were coeducational at the beginning. Whatever may have been the reason the fact remains that most of the 137 four-year colleges for women are located in the South and East.

These colleges are divided into three groups, the liberal arts college, the teachers colleges, and the technological schools. There are 123 liberal arts colleges with an enrollment of approximately 64,500, eleven teachers colleges with 8,700 attending, and three technological schools with 3,800 students. In addition to these four-year institutions there are 78 junior colleges with an enrollment of about 10,400 young women. The total investment in the four-year colleges, including endowment, buildings and equipment, is $228,314,000, and in the junior colleges $32,515,000.

There is an unusual interest in the woman's college at the present time. As evidence of this there are several periodicals of wide distribution now running a series of articles on the woman's college. Moreover, new colleges are being established. The Sarah Lawrence Junior College at Bronxville, New York, the Scripps College in California, and the Bennington College in Vermont are among the latest to be announced. The state of Virginia is contemplating the establishment of a state-supported college for women at its next legislature which convenes in January, 1930.

What part has the South played in the development of this type of institution? In three respects the southern states belonging to this Association occupy a unique place in the history of the woman's college.

In the first place, the earliest institutions for the higher education of women in America were established in the South. Wesleyan College at Macon, Georgia, founded 1836, and Judson College, Marion, Alabama, founded 1838, were pioneers in this field. While they did not have curricula equal to those of Harvard, Yale, and Princeton, nevertheless they did give thorough college work along with lower grade instruction and are therefore entitled to rank among the earliest of the colleges for women. The Mary Sharp College at Winchester, Tennessee (originally known as Tennessee and Alabama Female Institute) was the first college for women in America to require both Latin and Greek. This college was founded in 1851 and after a brave struggle was discontinued in 1896. Professor Woody says this was the first college for women in America to give "an A. B. degree comparable both in form and significance to those issued by the men's colleges."

In the second place, approximately one-half the colleges for women in America are located in the eleven southern states, fifty-five out of one hundred and twenty-three colleges. Moreover, 32,000 young women out of the 64,500 in the Nation attending women's colleges are in these states.

Finally, the only state-supported colleges for women, as separate organizations, in America are located in seven southern states and Oklahoma, a border state.

To what extent are these institutions taking care of the training of the young women in these eleven states? It has been suggested that perhaps with the increasing popularity of coeducation the importance of the woman's college is decreasing. In answer to the first question the facts gathered from the 1928 College Blue Book indicate that almost half the young women attending liberal arts colleges are in the women's colleges, the proportion being 32,000 against 35,000 in the coeducational college or university. The answer to the second suggestion is found in the growth of the colleges for women. A questionnaire sent recently to the fifty-five institutions elicited forty-five replies. In these forty-five colleges the aggregate attendance of college grade students in 1900-01 was 3,349; in 1910-11, 5,667; 1920-21, 12,024; 1927-28, 22,988. Moreover, in the past five years there has been extraordinarily rapid expansion of the physical plants of the institutions to meet the needs of the enlarging student bodies and to do more effectively the work attempted. The total investment five years ago was approximately $36,000,000 whereas today the aggregate investment is more than $48,000,000, which indicates an increase of almost thirty-five per cent in this short period. Perhaps no other group of colleges in this association has experienced such rapid development.

Of these forty-five institutions, the seven state-supported colleges deserve especial mention not alone because of their unusually rapid growth but because of the unique place which they occupy in the educational system of the Nation. These colleges are as follows:

Mississippi State College for Women, Columbus	1884
Winthrop College, Rock Hill, South Carolina	1886
Georgia State College for Women, Milledgeville	1889
North Carolina State College, Greensboro	1893
Alabama College, Montevallo	1896
College of Industrial Arts, Denton, Texas	1903
Florida State College, Tallahassee	1905

These are all members of this Association. One was admitted in 1915, two in 1921, two in 1923, and two in 1925. The average value of the equipment of these seven colleges is more than $2,700,000, while the average for the other thirty-eight colleges in this study is $760,000. Moreover, while the thirty-eight added $7,000,000 to their equipment in the past five years the seven added $5,000,000. In other words, the state-supported group of colleges have added on the average of $710,000 in five years against $150,000 for each of the other thirty-eight.

It is of interest to compare the seven state-supported colleges with the seven ranking eastern colleges for women—Radcliffe, Vassar, Bryn Mawr, Smith, Wellesley, Mt. Holyoke, and Barnard. The total number of students attending the former group in 1927-28 was 9,934 against 8,770 in the eastern colleges, and the physical equipment of the state colleges compares favorably with that of the privately endowed institutions though they are much younger. While their average age is less than fifteen years as full four-year colleges the other group averages more than fifty years. In the light of these facts the growth of this small group of southern institutions is phenomenal.

But their chief claim to distinction does not lie in their rapid growth or in their size but in their unique program of education. According to their charters they were founded to serve the cultural and vocational needs of women. Take for example a paragraph in the charter of the College of Industrial Arts, at Denton, Texas, which is typical of the group. It prescribes that the following subjects should be taught: "Literary subjects, kindergarten instruction, telegraphy, stenography, photography, drawing, painting, designing, engraving, dressmaking, bookkeeping, cooking, food chemistry, housekeeping, nursing, care of the sick, the care and culture of children, with such other practical industries as from time to time may be suggested by experience, or tend to promote the general object of said institute and college to-wit: fitting and preparing such girls for the practical industries of the age."

Cultural development, vocational training and preparation of home-making were the three definite objectives aimed at by these institutions. It is our judgment that no such comprehensive program for higher education of women can be found elsewhere in all the literature of education or in the charters of any other institutions.

Many changes have taken place in education since the founding of these colleges in the last quarter of the Nineteenth Century. The full quota of technical subjects listed in the charters have not been given, for, in some cases, there was no demand. Telegraphy and photography are no longer popular as vocations for women. However, the general spirit and aim of the charters have been maintained throughout their history so that now in each of these colleges there is considerable emphasis on the special fields of Art, Home Economics, Music and Commercial courses in addition to the purely liberal arts work. Of the 9,934 attending these institutions in 1927-28 there were 3,167 taking Art, 2,822 Home Economics, 2,780 Music, and 1,555 Secretarial or Commercial subjects.

Judging from their development thus far there will, in time, be differentiation of courses with larger emphasis still on vocational and professional preparation along the lines of women's special interests. Certainly the foundations are laid for a program similar to the state universities with colleges of liberal arts and schools of art, Home Economics, Music, Secretarial studies, etc., paralleling the schools of Law, Medicine, Agriculture, Business Administration, etc., in the state universities. So far no adequate provision has been made in most states for training in the many new fields now opening to women which require preparation on the college level. The Institute on Women's Professional Relations recently established at the state college for women at Greensboro, North Carolina, and sponsored by the American Association of University Women, is in response to this need. Moreover, adequate provision has not been made for training those interested in the profession of home-making in its varied and essential phases. In short, there is need today for a new curriculum for women undergraduate students. Dr. C. C. Little, formerly president of the University of Michigan, a great coeducational institution, in a recent article says: "To devise a curriculum which would familiarize women students with our present knowledge of childhood and its development and adjustments to growth and education would do more to stabilize our civilization than would, in my opinon, any other reform in education."

Perhaps the contribution of the woman's college in the future of American education will be to devise the curriculum of which Dr. Little spoke. Surely no institutions have the same challenge or opportunity to do it as have these colleges. That they are working in that direction is evidenced by the Euthenics course at Vassar, the experiment at Smith, to find the solution of the problem of the home-maker who also wants a career, the job analysis studies conducted by Mr. Chartres at Stephens College, Missouri, and the emphasis on the special subjects at the state-supported colleges.

Many reasons are advanced for the college exclusively for women. The advantages of segregation between the ages of 17 and 21 are stressed by some. The added opportunities to develop leadership qualities in women at the woman's college where the chief responsibilities are not borne by the men as in the coeducational institutions are mentioned by others. A spirit and atmosphere conducive to the development of those finer qualities of grace and charm which, it is claimed, are not found on the coeducational campus, are also advanced as a strong reason for the exclusive college. These are fundamental reasons for the existence of the traditional woman's college since the founding of Wesleyan but the chief of all the functions of the future woman's college will be, perhaps, the curriculum advantages which it may develop and offer. The institutions best able to meet the demand for a more adequate curriculum both because of their state support, their tradition and background, and the unique program already developed are the southern state supported colleges for women.

There are new and uncharted seas to explore in our higher educational efforts if the many social problems of our day are to be solved The foundation stone of social stability and progress is the primary unit of society—the Home. Popenoe says: "Unless the family is regarded as the central fact in human life, and all education is directed toward that fact, it will not reach the fullest success."

Despite the overwhelming importance of the family unit in an enduring civilization little real effort has been made by those concerned with higher education to turn the light of scientific inquiry upon the fundamental problems of the American Home, its preservation and development into a more effective factor in the promotion of society's interest. There are great research and experiment stations for the promotion of agriculture. Vast sums are spent on the furtherance of the science of engineering. Foundations and legislatures make large appropriations for the scientific study of business, and for research in the fields of chemistry, biology, economics, and history, all designed to advance the interests of society. Yet, nowhere is there to be found a great research center where the problems of the home life of America are studied with the same scientific skill as is applied in these other fields. Miss Julia Lathrop, of the Children's Bureau, laments the fact that there is no place "Where choice minds are devoting their powers to the philosophy of the inevitable labors of the average household, to developing by original study improved care of the young who must be nurtured there, new expedients for enriching the lives of the adults who should be happy there. Nowhere patient research gives the authoritative sanction which would elevate into a national system, strong, free, elastic, the cult of the American family."

Surely, when there is so much talk about the disentegration of home life, with its attendant evils, it is time to give serious attention to those fundamental problems that lie at the basis of the improvement of the home and family life. That such a need will be met there is little doubt. Perhaps it will fall to the lot of the woman's college to promote that phase of higher education and research. When it has been able to do this it will have found its place in higher education.

O. C. CARMCHAEL,
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PART VI.

APPENDIX

A. CONSTITUTION AND BY-LAWS

CONSTITUTION

ARTICLE I

Name and Object

Section 1. Name—The association shall be called the Association of Colleges and Secondary Schools of the Southern States.

Section 2. Object—The object of this association shall be to establish helpful relations between the secondary school and the institutions of higher education within the territory of the association, and to consider all subjects that tend to the promotion of interests common to colleges and secondary schools.

ARTICLE II

Membership and Voting

Section 1. The members of the association shall consist of four classes: First, colleges and universities; second, junior colleges; third, schools; fourth, individuals.

Section 2. Election to membership shall be only at regular meetings and on recommendation of the executive committee, which committee shall judge of the eligibility of an institution and of individuals in matters not explicitly covered by the constitution and by-laws. The character and tone of an institution are factors of consequence in determining eligibilty.

Section 3. In transacting the ordinary business of the association, all delegates present shall be entitled to vote; but amendments to the constitution and by-laws shall be made only by the first three classes of members, each institution having one vote.

ARTICLE III

Officers

The officers of the association shall be a president, two vice-presidents, and a secretary and treasurer, together with an executive committee consisting of the president (who shall be chairman ex-officio), the secretary and treasurer. and five other members. These officers shall be chosen at annual meeting by ballot and shall hold office for one year or until their successors shall have been elected. A plurality vote shall be sufficient for election. But there shall not be more than two changes in the executive committee in one year except by death or resignation, in which case the executive committee shall have authority to fill such vacancies.

ARTICLE IV.

Duties of Officers

The duties of the officers shall be such as usually pertain to the several offices. The president shall preside at the meetings of the association and act as chairman of the executive committee. The secretary and treasurer shall publish the proceedings and keep in bank the funds of the association, paying out the same under such rules as may be provided in the by-laws or otherwise by the association. The executive committee shall prepare business for the association, fix the time and place of annual meetings, the amount of annual dues subject to the approval of the association, call special meetings, make necessary appropriations not otherwise provided for, and in general act for the association while it is not in session; but the acts of this committee shall always be subject to the revision of the association.

ARTICLE V

MEETING

There shall be a regular annual meeting held as may be determined by the executive committee. A representation of twenty-five of the institutions belonging to the association shall constitute a quorum for all purposes.

ARTICLE VI

EXPENSES

To meet the expenses of the association an annual fee shall be paid by each member, the amount to be fixed by the association on recommendation of the executive committee. Failure to pay dues for two years in succession forfeits membership.

ARTICLE VII

POWERS OF THE ASSOCIATION

Decision by the association of questions not pertaining to its organization shall always be considered advisory and not mandatory.

ARTICLE VIII

AMENDMENT

The constitution and by-laws of the association may be altered and amended at any regular meeting at which twenty-five of the institutions belonging to the association are represented. Notice of a proposed amendment must be made at the regular meeting before action is taken.

BY-LAWS

1. The association shall maintain a standing committee known as the commission on secondary schools. This commission shall prepare, subject to the approval of the association, a statement of the standards to be met by secondary schools which are members or desire to become members of this association, or desire to be accredited by the association; shall prepare all needed blanks or certificates; shall describe and define unit courses of study in the various school programs subject to the approval of the association; shall make such inspection of schools as it deems necessary; and shall submit to the association for approval and publication lists of the secondary schools within the territory of the association which conform to the standards prescribed.

The commission on secondary schools shall consist of the high school inspector in such states as provide one and in addition four members elected from each state within the territory of the association. One of these members shall be from the state university, the professor of secondary education, whenever practicable; another member shall be representative of some other college belonging to the association; the third member shall be connected with some secondary school accredited by the association; and the fourth member shall be connected with some private secondary school accredited by the association. These four members shall be elected by the association on nomination of the executive committee. The term of all members shall be for four years or until their successors are appointed. The election shall be so ordered that one-fourth of the members shall be appointed each year.

2. There shall be a standing committee known as the commission on institutions of higher education. It shall be the duty of this commission to prepare, subject to the approval of the association, a statement of the standards to be met by the institutions of higher education which are members or which desire to become members of this association or desire to be accredited by the association; to make such inspection and investigations as it deems necessary; and to submit to the association for approval and publication lists of institutions which conform to the standards prescribed.

This commission shall consist of thirty-nine persons representing institutions connected with this association. Twenty-four of these persons shall represent higher institutions, at least one being from each state rperesented in this association. Fifteen members of the commission shall be from secondary schools, higher institutions, at least one being from each state represented in this association. No institution shall have more than one member on this commission. All members shall be elected by the association on nomination of the executive committee. The term of all members shall be for three years or until their successors are appointed. The elections shall be so ordered that one-third of the members shall be appointed each year.

3. The executive committee of the association shall hear and determine the appeals, if any, against the findings of the commissions. It shall nominate the members of the various commissions as heretofore provided. It shall pass on all applications of individuals or institutions seeking membership in the association, requiring for all institutions the recommendation of one of the commissions. It shall report the failure of any member to conform to the standards set by the association, and by vote of the association the offending institution shall be dropped from the list of members.

4. The commissions on institutions of higher education and on secondary schools shall have the authority to collect a fee for the inspection and registration of institutions. This fee shall be covered by the membership dues of all institutions that are members of the association. All money collected by these commissions for registration or inspection shall be paid over to the treasurer of the association. The expenses of the various commissions shall be provided for by appropriations annually made by the association or executive committee on recommendations of the commissions.

5. The commission herein provided for shall elect their own officers, appoint all necessary sub-committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

6. The executive committee shall meet in advance of the regular annual meeting of the association, and may be called to meet at any other times by the joint action of the president and secretary.

7. All bills of the association shall be paid by the treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditures shall be made except as may be ordered by the association or by the executive committee.

STANDARDS OF THE ASSOCIATION

Colleges of Arts and Sciences and for Teacher Training Colleges

Standard Number 1. Entrance Requirements. The requirements for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for graduation. The college shall demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with such scholastic qualitative requirements as may be deemed desirable by each institution.

Standard Number 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard Number 4. Number of College Departments. A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard Number 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and and recognized graduate school. The training of the head of a department should be that represented by three full years of co-ordinated graduate work in an institution of recognized standing, in the field in which he is to teach; or should represent a corresponding professional or technical training.

Standard Number 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000 for nine months.

Standard Number 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard Number 9. Support. The college should have an annual income of not less than $50,000 and, if not tax supported, an endowment of not less than $500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed library of at least 12,000 volumes, in addition to duplicates and public documents, bearing specifically upon the subjects taught and administered by a professionally trained librarian. For a college of approximately 300 students and a minimum number of departments, there should be spent annually for the library, exclusive of the care of the building, not less than $5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in the different fields covered by the curriculum should be taken as well as those of more general cultural interest. There should be a catalogue of approved type. The library should be open not less than ten hours per school day. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. Seating capacity for at least 15% of the student body should be provided in the reading rooms. Arrangements should be made through freshman week, orientation courses, or otherwise, for students to receive instruction in the use of the library.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Separation of College and Preparatory School. The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms and the general sanitary equipment shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. All members of this Association which engage in intercollegiate athletics shall also hold membership in some athletic conference or association, approved by this Association, which requires adherence to the widely recognized safeguards against abuse, such as forbidding the playing of "Special" students, the non-migrant rule, and the one-year rule, together with the rules which experience has proved to be necessary.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Professional and Technical Departments. When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

Standard Number 19. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 20. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

Teacher training colleges must conform to the following additional requirements:

Not more than one-fourth of the credits required for graduation should represent professional subjects.

All subjects offered for degrees in four-year courses for general or professional degrees shall be of collegiate grade.

The college shall provide adequate facilities for practice teaching and observation.

Secondary Schools

ARTICLE 1.

There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, four members selected from each state within the territory of the Association. One of these members shall be elected from the state university, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; the third member shall be connected with some secondary school accredited by the Association, and the fourth member shall be connected with some private secondary school accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years, or until their successors are appointed. The elections shall be so ordered that one of the membership shall be appointed each year.

ARTICLE 2.

It shall be the duty of the Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ARTICLE 3.

This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ARTICLE 4.

The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the Association as herein prescribed. The minimum standard for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern List is, that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of Agriculture and Home Economics, should hold bachelor's degrees from a college approved by the Association. Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in education.

(c) The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard a double period in laboratory, shop or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have not less than

500 volumes of well selected books exclusive of government publications and text books.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers, a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose record shows an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as forty in any class may subject the school to special investigation.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

(k) The Commission recommends $1,000 as the minimum salary for teachers.

ARTICLE 5.

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

ARTICLE 6.

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ARTICLE 7.

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his state, on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission in the state, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

ARTICLE 8.

The Deans' Report shall be taken into consideration in warning schools.

ARTICLE 9.

All secondary schools that are members of the Association shall pay annual dues of ten dollars; all others shall pay two dollars per year accreditation fees.

ARTICLE 10.

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

Junior Colleges

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

Standard Number 3. Degrees. Junior colleges shall not grant degrees.

Standard Number 4. Number of Students and of College Departments. The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

Standard Number 5. Salaries and Training of the Faculty. Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a Graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

Standard Number 6. Number of Class-Room Hours for Teachers. The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in High School.

Standard Number 7. Number of Students in Classes. The number of students in a class shall not exceed thirty (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

Standard Number 8. Support. The minimum annual operating income for the two years of junior college work should be $20,000, of which not less than $10,000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income, from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

Standard Number 9. Library. The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least $500.00.

Standard Number 10. Laboratories. The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their up-keep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

Standard Number 11. Separation of College and Preparatory Classes. Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

Standard Number 12. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

Standard Number 13. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 14. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

Standard Number 15. Extra-Curricular Activities. Athletics, amusements, fraternities, and other extra-curricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

Standard Number 16. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 17. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

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